



MANIPAL

ACADEMY of HIGHER EDUCATION

(Deemed to be University under Section 3 of the UGC Act, 1956)

Manipal College of Health Professions

(Mangaluru Campus)

Manipal Academy of Higher Education, Manipal

Outcome-Based Education (OBE) Framework

Two Years Full Time

Postgraduate Program

(Choice-Based Credit System)

Master of Science in Clinical Psychology

(M.Sc in Clinical Psychology)

With effect from July 2021

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Head of the Department

Dean

Deputy Registrar - Academics

Registrar

1. NATURE AND EXTENT OF THE PROGRAM

M.Sc in Clinical Psychology is a two-year program that introduces the students to the specialty of Clinical Psychology and provides an opportunity to explore the knowledge about rich contributions of the experts in the field in understanding human behavior and wellbeing. With the goal of acquiring specialized knowledge in clinical psychology, the program would allow students to nurture their academic interest in clinical psychology, intends to build interest in the field by posting observing cases in the clinics with supervised clinical training and exposure for case conferences and discussions. The course has integrated interdisciplinary content by introducing the paper on Psychology of wellbeing - an Indian perspective including yoga and Ayurveda to promote the Indian philosophy of science and its rich knowledge in understanding mental health. Innovative and tailor-made pedagogies will enable the student to get an in-depth understanding of the topics and relate them to day to day life.

The program aims to:

1. Demonstrate a broad and coherent knowledge of the discipline of clinical psychology, their applications, and behavior in research and professional contexts.
2. To promote integration of theory and practice in the field of Clinical Psychology
3. Exhibit a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of Clinical psychology.
4. To build awareness about the treatment approaches to psychiatric/psychological disorders
5. To equip with the skills and knowledge required for a wide range of opportunities

Eligibility and Scope of the program

Candidates who have obtained a Bachelor's Degree in (B.A. / B.Sc.) Psychology or has studied psychology as one of the core subjects in the triple main through fulltime, regular mode. With a minimum of 55% marks in aggregate or equivalent Cumulative Grade Point Average (CGPA) are eligible to apply for admission in M.Sc. Clinical Psychology program.

After completion of the course, students can work in the Hospital setting, School, and Educational centers as counselors, community mental health programs, Rehabilitation Centres, assisting Clinical Psychologists and Psychiatrists in psychometric evaluation. Apply for government posts where the minimum qualification required is post graduation in Clinical psychology/ Psychology. On completion, a students can apply for higher education in M.Phil in Clinical Psychology or PhD in Psychology in national and international universities.

2. PROGRAM EDUCATION OBJECTIVES (PEOs)

The overall objective of the learning outcome-based curriculum framework (LOCF) for M.Sc Clinical Psychology are as follows:

PEO No.	Education Objective
PEO 1	Students will be able to use their theoretical knowledge about administration and interpretation and recording of a comprehensive range of psychological assessments and develop effective thinking skills and gain knowledge about various theories in clinical psychology.
PEO 2	Students will demonstrate strong and well defined theoretical knowledge in the clinical skills in conducting psychological evaluation, research and working with the team of mental health professionals for the wellbeing of individual and society
PEO 3	Students will be able to practice the profession with highly professional and ethical attitude, strong communication skills, and to work in an inter-disciplinary team so as to create a powerful learning experience and emphasize integrative learning, critical thinking, and creative problem solving ability
PEO 4	Students will be able to use interpersonal and collaborative skills to identify, assess and formulate problems and execute the solution to complex human communication, social skills, team-work, cultural sensitivity, dealing with diversity
PEO 5	Students will be able to imbibe the culture of research, innovation, entrepreneurship and incubation through evidence-based practices , collaboration and mobilising the resources from various sources,
PEO 6	Students will be able to participate in lifelong learning process for a highly productive career and will be able to relate the concepts of trends and issues in the speciality of clinical psychology

3. GRADUATE ATTRIBUTES

S No.	Attribute	Description
1	Domain Knowledge	Demonstrate comprehensive knowledge, competency and understanding of one or more disciplines that form a part of a professional domain
2	Clinical / Hands-on skills	Demonstrate clinical / hands-on skills in order to deliver and manage quality health care services
3	Communication Skills	Demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups using appropriate media.
4	Team work	Demonstrate the ability to effectively and efficiently work and collaborate with diverse teams in the best interest of health care needs of the community
5.	Professional ethics	Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in professional life.
6.	Research / Innovation-related Skills	A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.
7.	Critical thinking and problem solving	Demonstrate capacity to think critically and extrapolate from what one has learned by applying their competencies and knowledge to solve different kinds of non-familiar problems in real life situations.
8	Information/Digital Literacy	Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access,

S No.	Attribute	Description
		evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
9	Multicultural Competence	Demonstrate knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups.
11.	Leadership qualities	Demonstrate leadership capability to formulate an inspiring vision, build a team, motivate and inspire team members to attain organizational vision
12.	Lifelong Learning	Demonstrate the ability to acquire knowledge and skills, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to demands of work place through knowledge/skill development/reskilling.

4. QUALIFICATION DESCRIPTORS:

- a) Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues/theories in the field of Clinical Psychology; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of Clinical Psychology, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization in Clinical Psychology.
- b) Demonstrate comprehensive knowledge about materials and methods, including professional literature relating to essential and advanced learning areas pertaining to the chosen disciplinary area(s) and field of study, and techniques and skills required for identifying/solving problems and issues relating to the disciplinary area and field of study.
- c) Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments.
- d) Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the field
- e) Communicate appropriately with all stakeholders, and provide relevant information to the members of the healthcare team
- f) Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge
- g) Apply one's domain knowledge and transferable skills that are relevant to some of the job trades, employment opportunities and seek solutions to real-life problems.

5. PROGRAM OUTCOMES (POs):

After successful completion of M.Sc Clinical Psychology program students will be able to:

PO No.	Attribute	Competency
PO 1	Professional knowledge	Possess and acquire scientific knowledge to pursue higher education and conduct research in diverse fields of study and integrate the understanding of concepts, theories and fundamental knowledge towards mental wellbeing of individuals and society
PO 2	Practical skills	Demonstrate and possess practical skills in psychological testing, assessment, counseling and module development. Develop clinical skills through observation and use scientific methodology to undertake, report and produce creative and innovative ideas on research investigation related to field.
PO 3	Teamwork	Demonstrate teamwork skills to support shared goals and work through collaboration and cooperation to analyze social problems and understand social dynamics and work in multi-disciplinary settings among peers, researches and stakeholders in conducting research and community activities related to mental health.
PO 4	Ethical value & professionalism	Possess and demonstrate ethical values and professionalism within the legal framework of the society and maintain ethical and professional codes of practice
PO 5	Communication	Communicate effectively and appropriately with professionals from various fields and members of society.

PO No.	Attribute	Competency
PO 6	Evidence-based practice	Apply evidence-based practice to articulate ideas, enhance scientific writing, authentic reporting, and counseling
PO 7	Life-long learning	Enhance knowledge and skills with the use of advancing technology for the continual improvement of professional and personal growth.
PO 8	Entrepreneurship, leadership, and mentorship	Display entrepreneurship, leadership, and mentorship skills to work independently as well as in collaboration to deal effectively with various stakeholders and learn the art of negotiation.

6. COURSE STRUCTURE, COURSE WISE LEARNING OBJECTIVE, COURSE COUTCOME (COs)

SEMESTER-I

Course code	Course Title	Credit distribution (L/S,T,P, CL hours/week)					Marks distribution		
		L/S	T	P	CL	CR	IAC	ESE	Total
ABS6101	Advanced Biostatistics and Research Methodology	3	1	-	-	4	30	70	100
CPY6101	Personality Studies	2	1	-	-	3	50	50	100
CPY6102	Psychiatry	3	1	-	-	4	50	50	100
CPY6103	Cognitive Neuroscience	3	1	-	-	4	50	50	100
CPY6131	Clinical Training - I	-	-	-	12	4	50	50	100
Total		11	4	-	12	19	230	270	500

Note : ESE for CPY6101, CPY6102, CPY6103 and CPY6131 will be conducted for 100 marks and normalized to 50 marks
 ESE for ABS 6101 will be conducted for 50 marks and normalized to 70 marks

SEMESTER- II

Course code	Course Title	Credit distribution (L/S,T,PW,CL hours/week)					Marks distribution		
		L/S	T	PW	CL	CR	IAC	ESE	Total
EPG6201	Ethics and pedagogy	1	1	-	-	2	100	-	100
CPY6201	Qualitative research	3	1	-	-	4	50	50	100
CPY6202	Child Adolescent & School Psychology	3	1	-	-	4	50	50	100
CPY6203	Psycho diagnostics	4	-	-	-	4	50	50	100
CPY6231	Clinical Training - II	-	-	-	12	4	100	-	100
CPY6251	Dissertation - Phase I	-	-	9	-	3	100	-	100
Total		11	3	9	12	21	450	150	600

Note : ESE for CPY6201, CPY6202 and CPY6203 will be conducted for 100 marks and reduced to 50 marks
 CPY6251- Submission of the individual thesis proposal and approval from IEC

SEMESTER- III

Course code	Course Title	Credit distribution (L/S,T,P,CL hours/week)					Marks distribution		
		L/S	T	PW	CL	CR	IAC	ESE	Total
CPY7101	Neuropsychology	3	1	-	-	4	50	50	100
CPY7102	Psychotherapy Process	3	1	-	-	4	50	50	100
CPY7131	Clinical Training - III	-	-	-	12	4	100	-	100
CPY7151	Dissertation - Phase II	-	-	12	-	4	100	-	100
CPY****	Program Elective	2	1	-	-	3	50	50	100
Total		8	3	12	12	19	350	150	500

Note: ESE for CPY7101, CPY7102 will be conducted for 100 marks and normalized to 50 marks
 ESE for Program Elective will be conducted out of 50 marks
 CPY7151- Submission of the chapter 1, 2 and 3 and initiating data collection

SEMESTER- IV

Course code	Course Title	Credit distribution (L/S,T,PW, CL hours/week)					Marks distribution		
		L/S	T	PW	CL	CR	IAC	ESE	Total
CPY7201	Cognitive Behavior Therapy	3	1	-	-	4	50	50	100
CPY7202	Types of Psychotherapy	2	2	-	-	4	50	50	100
CPY7231	Clinical Training - IV	-	-	-	15	5	50	50	100
CPY7251	Dissertation - Phase III	-	-	24	-	8	50	50	100
Total		5	3	24	15	21	200	200	400

Note: ESE for CPY7201, CPY7202, CPY7231 and be conducted for 100 marks and reduced to 50 marks
 CPY7251-Data collection, submission of individual thesis and external viva

Program Electives

Subject code	Name of the subject	Credit distribution (L/S,T,P, CL hours/week)					Marks distribution		
		L/S	T	PW	CL	CR	IAC	ESE	Total
CPY7141	Psychology of wellbeing - Indian perspectives	2	1	-	-	3	50	50	100
CPY7142	Positive Psychology	2	1	-	-	3	50	50	100

Note: ESE for CPY7141 and CPY7142 will be conducted for 100 marks and reduced to 50 marks

Program Overall Credit Distribution for M.Sc IN CLINICAL PSYCHOLOGY

Semester	Hours per week				Total Credits	Marks		
	L/S	T	PW	CL		IAC	ESE	Total
Semester - I	11	4	-	12	19	230	270	500
Semester - II	11	3	9	12	21	450	150	600
Semester - III	8	3	12	12	19	350	150	500
Semester - IV	5	3	24	15	21	200	200	400
Total	35	13	45	51	80	1230	770	2000

Internal assessment component (IAC) weightage distribution

THEORY		Clinical training	
Components	%	Components	%
Mid semester exam	60	Case Vignette	30
Individual / group presentations	20	Record Book	20
Assignments/Quiz	20	Viva	50

Evaluation Criteria for M.Sc thesis In Clinical Psychology	
II SEMESTER	
Components	Marks
Finalize the research topic and submit the first draft	20
Submission and presentation of the proposal to the department committee	10
Submission and presentation of the proposal and plagiarism report to IRC and their approval	10
Proposal submission to IEC, approval and collect IEC certificate CTRI Registration	20
Overall contribution to the thesis (As evaluated by the guide)	30
Submission of thesis proposal	10
Total	100
III SEMESTER	
Introduction review of literature and methodology chapters	80
Data collection	20
Total	100
IV SEMESTER	
Statistics consultation and analysis of data	15
Submission of Final thesis report	15
Overall contribution to the thesis (As evaluated by the guide)	10
First draft submission of journal Manuscript	10
External Viva	50
Total	100

SEMESTER - I

COURSE CODE	:	COURSE TITLE
ABS6101	:	Advanced Biostatistics and Research Methodology
CPY6101	:	Personality Studies
CPY6102	:	Psychiatry
CPY6103	:	Cognitive Neuroscience
CPY6131	:	Clinical Training - I

Manipal College of Health Professions								
Name of the Department	Clinical Psychology							
Name of the Program	M.Sc in Clinical Psychology							
Course Title	Advanced Biostatistics & Research Methodology							
Course Code	ABS6101							
Academic Year	First							
Semester	I							
Number of Credits	4							
Course Prerequisite	Students should have basic knowledge of research and statistical tools							
Course Synopsis	This course enables the student to understand the basics of research methods and design a research protocol for their research question. Additionally the course also enables the student to estimate sample size for their study, use statistical tests to analyse the results of the study and make meaningful interpretations.							
Course Outcomes (COs): At the end of the course student shall be able to:								
CO1	Define the terms related to statistics and research methods (C1)							
CO2	List and explain the research designs and sampling techniques (C2)							
CO3	Explain, calculate and interpret the measures of central tendency (C4)							
CO4	Determine sample size for the studies using means and proportions formula (C5)							
CO5	Analyse and interpret the outputs of parametric and non-parametric tests (C4)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x							
CO2	x					x		
CO3	x							
CO4	x						x	
CO5	x							

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1	<ul style="list-style-type: none"> Define statistics (C1) List the uses of statistics in health science research. (C1) Explain the role of Statistics in clinical and preventive Medicine. (C2) Differentiate qualitative and quantitative variables 	4

Content	Competencies	Number of Hours
	<p>with examples. (C3)</p> <ul style="list-style-type: none"> • Differentiate discrete and continuous variables with examples. (C4) • List the properties of various scales of measurement with example. (C1) • Define central tendency, measure of central tendency. (C1) • Define arithmetic mean, median and mode. List the properties, situation for use, and examples. (C1) • Determine the three measures from raw data. (C5) 	
Unit 2:		
	<ul style="list-style-type: none"> • Define and calculate quartiles and percentiles. (C4) • Define measures of dispersion (C1) • Define, calculate and interpret range, quartile deviation, interquartile range, standard deviation, variance and coefficient of variation.(C4) • Give the situation for the use of these measures (C2). 	4
	<ul style="list-style-type: none"> • Describe the properties of Normal and Standard Normal Distribution with sketch (C2) • List the applications.(C1) • Calculate probabilities recollecting the coverage of the intervals $\text{mean} \pm \text{SD}$, $\text{mean} \pm 2\text{SD}$, $\text{mean} \pm 3\text{SD}$ (C4) • Define skewness and list the characteristics with sketch.(C1) • Define kurtosis and list the characteristics with sketch.(C1) • Define and differentiate parameter and statistic with examples (C4). • Define the basic terms-population, sample, sampling, parameter, statistic, estimate and estimator. (C1) • Define Point estimate (C1) • Define and Differentiate standard deviation and standard error (C4) • Define sampling distribution (C1) • Describe the importance of sampling distributions of different statistics.(C2) • Determine the sampling distribution of sample mean, sample proportion, difference between two means, difference between two proportions (Large sample approximation (CLT)).(C5) • Calculate the standard error of mean, proportion, difference between two means, and difference 	5

Content	Competencies	Number of Hours
	between two proportions. (Large sample approximation (CLT). (C4)	
	<ul style="list-style-type: none"> Construct and interpret confidence interval for mean, difference between two means, proportion, difference between two proportions (large sample approximation) (C5) 	3
Unit 3:		
	<ul style="list-style-type: none"> Define /explain with example the concept of null hypothesis, alternative hypothesis, type I and type II errors. (C2) Define level of significance, power of the test and p-value (C1) Explain the difference between one sided and two-sided test (C2) Give the situation for non-parametric tests. (C2) List the differences, merits and demerits of non-parametric over parametric tests. (C1) 	4
	<ul style="list-style-type: none"> Explain the situation, hypothesis tested, assumptions and example for paired and unpaired t-test. (C2) Interpret the output of paired and unpaired t-test (C4) Explain the situation, hypothesis tested, assumptions and example for one-way and repeated measures ANOVA (C2) 	3
	<ul style="list-style-type: none"> Explain the situation, hypothesis tested, assumptions and example for : Mann-Whitney U-test, Wilcoxon signed rank test, Kruskal-Wallis ANOVA and Friedman's ANOVA (C2) Explain the situation, hypothesis tested, assumptions and example for Chi square test association/independence and McNemar's test for association (C2) <p>Computation and interpretation of chi-square test (2 x2 table) and McNemar's test result (C2)</p>	4
	<ul style="list-style-type: none"> Give example for positive and negative correlations. (C2) Explain different types of correlation with the help of scatter diagrams. (C2) Give the assumptions, properties, and interpretation of correlation coefficient.(C4) Explain the situation for the computation of Pearson's and Spearman's correlation coefficient. (C2) 	4

Content	Competencies	Number of Hours
	<ul style="list-style-type: none"> • Interpret coefficient of determination.(C4) • Explain the situation, example, application and assumptions for linear and multiple regression.(C2) • Interpret regression coefficients in simple and multiple regression.(C4) • Explain the need for sample size computation.(C2) • Given the situation/ingredients, should be able to determine sample size for estimating mean and proportion, testing of difference in means and proportions of two groups.(C5) 	
	<ul style="list-style-type: none"> • Explain the difference between rate, ratio, and proportion with example. (C2) • Calculate rate, ratio, and proportion (C4) • Define and calculate Incidence and prevalence rates.(C4) • Explain the design, merits and demerits of Case report, case series analysis, prevalence studies and ecological studies with example (C2) 	3
	<ul style="list-style-type: none"> • Explain the design, analysis (2x2 table and odds ratio), merits and demerits ((unmatched and 1:1 matched design) of case control study with example.(C2) • Explain the design, analysis (2x2 table and relative risk), merits and demerits of cohort study with example.(C2) 	3
	<ul style="list-style-type: none"> • Explain confounding with example. (C2) • List the methods to deal with confounding at design and analysis stage.(C1) • Explain the design, analysis, merits and demerits of RCT with example. (C2) • Explain the need of simple, block and stratified randomization with example.(C2) • Explain the need and type of blinding with example (C2) 	4
	<ul style="list-style-type: none"> • Explain the situation for the use of logistic regression and survival analysis with example.(C2) 	3
	<ul style="list-style-type: none"> • Define Population, sample, sampling, and sampling frame. Give one example each.(C1) • List the characteristics of a good sample.(C1) • Differentiate and list the advantages and disadvantages of random and non- random sampling techniques.(C4) • Explain simple, stratified, systematic, cluster and 	4

Content	Competencies	Number of Hours
	multistage random sampling techniques with examples. List the merits and demerits of each of them.(C2) <ul style="list-style-type: none"> • Explain Convenience, quota, judgment and snowball sampling with examples. List the merits and demerits of each of them.(C2) • Explain the difference between sampling and non-sampling errors. Give example for sampling and non-sampling errors. List the methods to minimize these errors.(C2) 	
	<ul style="list-style-type: none"> • Define Sensitivity, specificity, PPV and NPV. (C1) • Explain with example method of computation and interpretation. (C4) • Explain with example, the situation for the application of Bland Altman plot, Kappa statistic. (C2) • Explain the interpretation of Kappa Statistics. (C2) • Explain the format of various research documents. (C2) 	4

Learning Strategies, Contact Hours and Student Learning Time (SLT)					
Learning Strategies	Contact Hours	Student Learning Time (SLT)			
Lecture	42	84			
Tutorial	4	8			
Self-directed learning (SDL)	6	12			
Total	52	104			
Assessment Methods					
Formative		Summative			
Assignments/Presentations/Quiz		Mid Semester Exam			
		End Semester Exam			
Mapping of Assessment with COs					
Nature of Assessment	CO1	CO2	CO3	CO4	CO5
Mid Semester Examination	x	x	x		
Quiz / Assignment				x	x
End Semester Exam	x	x	x	x	x
Feedback Process	Mid-Semester Feedback				
	End-Semester Feedback				
Main Reference	<ul style="list-style-type: none"> • Research for Physiotherapists: Project Design and Analysis - Caroline Hicks. (1995) • Tests, Measurements and Research in Behavioural Sciences by A K Singh (1986) • Rehabilitation Research - E-Book: Principles and 				

	<p>Applications by Russell Carter, Jay Lubinsky, et al. (2015)</p> <ul style="list-style-type: none">• Foundations of Clinical Research by Leslie Gross Portney (2020)• Essentials of Research Methodology for all Physiotherapy and Allied Health Sciences Students by Ramalingam Thangamani A (2018)
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Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Personality Studies						
Course Code		CPY6101						
Academic Year		First						
Semester		I						
Number of Credits		03						
Course Prerequisite		Basic knowledge about General Psychology						
Course Synopsis		1. Familiarizes students with various approaches in understanding Personality 2. Critically evaluate and apply the theories in clinical practice						
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Examine the domains and various techniques to assess Personality (C4)							
CO2	Evaluate the Freudian and Neo-Freudian theories of Personality (C5)							
CO3	Justify the contribution of dispositional, Humanistic and Existential theories to Personality (C5)							
CO4	Explain the importance of cognitive and limited domain approaches to Personality (C5)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1						x	x	
CO2	x					x		
CO3	x					x		
CO4	x					x		

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction to Personality	1. Define Personality. Examine the dynamics and development of Personality. (C4) 2. Compare the various domains of Personality (C4) 3. Distinguish between self-report and projective methods of assessing Personality (C4) 4. Identify the sources of personality data (C3) 5. Analyze the research methods in Personality (C4)	4
Unit 2 Classical	1. Conclude various the principles of Psychoanalytic approach (C5)	5

Content	Competencies	Number of Hours
Psychoanalysis Psychoanalytic approach: Sigmund Freud	<ol style="list-style-type: none"> 2. Examine the structure and dynamics of Personality (C4) 3. Explain the various stages of Psychosexual development (C5) 4. List the various defence mechanisms (C4) 5. Appraise the contemporary views of Defence mechanism (C5) 6. Justify the contribution of Psychoanalytic theory to the clinical practise(C5) 	
Unit 3 Neo Freudians	<ol style="list-style-type: none"> 1. Explain Jung's concept of Psychic energy and systems of Personality (C5) 2. Compare the various Archetypes (C5) 3. Evaluate the development of Personality and Individuation (C5) 4. Explain the major concepts of Alfred Adler (Striving from inferiority to superiority: Inferiority and superiority complex(C5) 5. Conclude on Adler's concepts of Compensation, Fictional Finalism, Styles of Life, Social interest and birth order (C5) 6. Explain Murray's principles of Personology and the structure of Personality (C5) 7. Evaluate on Murray's needs and development of Personality (C5) 8. Justify the relevance of Psychoanalytic social theory in understanding the personality of an individual (C5) 9. Explain the neurotic trends and the behavior associated with them (C5) 10. List the intrapsychic conflicts given by Horney (C4) 11. Examine the neurotic needs listed by Horney (C4) 12. Evaluate the object relations theory of Personality (C5) 13. Contrast between Position and Psychic defense mechanisms(C4) 14. Examine the contribution of Neo- Freudian theories to clinical field (C4) 15. Critically evaluate the Neo Freudian theories of Personality (C5) 	12
Unit 4 Dispositional theories of Personality	<ol style="list-style-type: none"> 1. Define Personality. Examine the major themes of Allport's theory (C4) 2. Evaluate the relationship between personality and motivation as mentioned by Allport (C5) 3. Compare between perseverative and Propriate 	6

Content	Competencies	Number of Hours
	functional autonomy (C5) 4. Examine Allport's personal dispositions (C4) 5. Explain the development of proprium in childhood (C5) 6. Explain the traits classified by Cattell (C5) 7. Explain the stages of personality development based on Cattell's theory (C5) 8. Compare between Allport and Cattell's theory of Personality (C5) 9. Identify the importance of Big five theory of Personality (C3) 10. Examine the contribution of traits theories to clinical field (C4) 11. Critically evaluate the trait theories of Personality (C5)	
Unit 5 Humanistic and Existential theories	1. Examine the transpersonal approach by Abraham Maslow in understanding the Personality Development. (C4) 2. Inspect the methodology used by Maslow to study the Hierarchy of needs & The study of Self Actualisers (C4) 3. Identify the basic concepts of Existential theory. (C3) 4. Explore Existentialism and contribution of Rollo May in understanding the personality (C4) 5. Examine the Contribution of the humanistic theories to contemporary clinical practice (C4) 6. Critically evaluate the various humanistic theories of personality. (C5) 7. Conclude the contribution of Carl Rogers in understanding the Structure and dynamics of Personality (C4) 8. Identify the Barriers to Psychological Health in the given case and propose the Rogerian perspective to address the issues in the case given (C3) 9. Conclude the Personality Development and characteristics of a fully functioning person according to humanistic perspective (C4)	8
Unit 6 Cognitive theories and limited domain	1. Examine how human behaviour can be understood using Personal Construct theory (C4) 2. Critical evaluate Kelly's cognitive theory (C5) 3. Evaluate Julian Rotter's locus of control and examine the research trends on locus of control (C5)	4

Content	Competencies	Number of Hours
	4. Justify the relevance of Marvin Zuckerman's Sensation seeking in understanding the personality of an individual (C5)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)				
Learning Strategies	Contact Hours	Student Learning Time (SLT)		
Lecture	8	16		
Presentation	16	32		
Small group discussion (SGD)	6	12		
Self-directed learning (SDL)	5	10		
Case Based Learning (CBL)	2	4		
Assessment(Assignment)	2	4		
Total	39	78		
Assessment Methods				
Formative		Summative		
Unit Test		Mid Semester/Sessional Exam (Theory)		
Quiz		End Semester/Sessional Exam (Theory)		
Assignments				
Mapping of Assessment with Cos				
Nature of Assessment	CO1	CO2	CO3	CO4
Mid Semester / Sessional Examination	x	x	x	
Quiz		x	x	x
Assignment		x	x	
End Semester/Sessional Exam	x	x	x	x
Feedback Process	Mid-Semester Feedback			
	End-Semester Feedback			
Main Reference	<ul style="list-style-type: none"> • Cloninger, S. Theories of Personality Understanding persons (VI Ed). • Ewen, R.B (2003). An introduction to theories of Personality (VI Ed). London: Lawrence Erlbaum Associates, publishers • Ewen, R.B (2003). An introduction to theories of Personality (VI Ed). London: Lawrence Erlbaum Associates, publishers • Feist, J., & Feist G.J (2008). Theories of Personality (VII Ed). Boston: Mc Graw Hill • Schultz, D. P., & Schultz, S. E (2009), Theories of Personality (IX Ed). U.S.A: Wadsworth – Thompson Learning. 			
Additional References	<ul style="list-style-type: none"> • Burger, J.M (2011). Personality (VIII Ed). U.S.A: Wadsworth Cengage learning 			

	<ul style="list-style-type: none">• Corr, P., & Mathews, G (2009). <i>The Cambridge Handbook of Personality Psychology</i>. New York: Cambridge University Press• Dumont, F (2010). <i>A History of Personality Psychology Theory, Science, and Research from Hellenism to the Twenty- first Century</i>. New York: Cambridge University Press• Ewen, R.B (2003). <i>An introduction to theories of Personality (VI Ed)</i>. London: Lawrence Erlbaum Associates, publishers• Frager, R.& Fadiman, J . <i>Personality and Personal Growth (VI Ed)</i>.• Funder, D. C. (2016). <i>The personality puzzle</i>. New York: W.W. Norton & Co.• Hall, Lindzey., & Campbell J.B. (1998) <i>Theories of Personality (IV Ed)</i>. New York: John Wiley and Sons.• Libert R.M., & Spiegler, M.D. <i>Personality: Strategies and issues</i>, Pacific grove, California : Brooks/Cole Publishing company.• Ramachandra Rao S.K (1962) <i>Development of Psychological thought in India</i>.• Ryckman, R.M (2008). <i>Theories of Personality (IX Ed)</i>. U.S.A: Wadsworth – Thompson Sinha J (1958) <i>Indian Psychology, Vol 1,2 and 3</i>.
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Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Psychiatry						
Course Code		CPY6102						
Academic Year		First						
Semester		I						
Number of Credits		4						
Course Prerequisite		Basic knowledge in Abnormal Psychology						
Course Synopsis		1. Demonstrate an understanding of a clinically significant behavioural and psychological syndrome in both children and adults. 2. Take detailed history, perform full mental status examination and make clinical formulation/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology. 3. Identify social, economic, environmental, biological and emotional determinants of mental health and institute diagnostic, therapeutic, rehabilitative, preventive and promotive measures to provide holistic care to patient.						
Course Outcomes (COs)								
At the end of the course student shall be able to:								
CO1	Explain the psychiatric disorders based on the criteria of classificatory system across life span. (C5)							
CO2	Having a theoretical understanding of the psychiatric examination in clinical setting (C2, and A3).							
CO3	Make use of the different etiological factors to understand the psychiatric disorders across life span. (C3)							
CO4	Have theoretical understanding of various psychopharmacological and relevance of psychosocial rehabilitation across psychiatric disorders (C5)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2				x	x			
CO3	x						x	
CO4	x						x	

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction	<ol style="list-style-type: none"> 1. Identify the differences between signs and symptoms of psychiatric disorders and explain the different classificatory systems in psychiatry- ICD 10 and DSM 5 (C3) 2. Describe the process of psychiatric case history taking (C2) 3. Outline the major domains of mental status examination (C2) 4. Describe the process of child case history format and MSE (C2) 	6
Unit 2 Organic Mental disorders	<ol style="list-style-type: none"> 1. Explain clinical features of Dementia and its Types, delirium and organic amnesic disorder (C5) 2. Distinguish between various organic mental disorders due to brain damage and dysfunction and to physical disease - Hallucinosi/s/delusional/catatonic/affective/anxiety/dissociative disorder Personality and behavioural disorders due to brain disease (C4) 	2
Unit 3 Substance - Related disorders	<ol style="list-style-type: none"> 1. List the clinical features, diagnostic criteria and aetiology of alcohol use disorder (C4) 2. List the clinical features and diagnostic criteria of (Opioids, cocaine, Cannabinoids/Hypnotics, Stimulant volatile solvents, hallucinogens, Tobacco, multiple drug use and use of other psychoactive substances) (C4) 3. Explain the aetiology of substance use disorders (C5) 	3
Unit 4 Schizophrenia and other psychotic conditions	<ol style="list-style-type: none"> 1. Explain the clinical features and the subtypes of Schizophrenia (C5) 2. Explain the aetiology of schizophrenia – Psychodynamic, biological, learning and cognitive theories (C5) 3. Classify delusional disorder, its types and discuss the aetiology (C4) 4. Identify the diagnostic guidelines and explain the aetiology of Schizotypal and Acute Transient Psychotic Disorders and schizoaffective disorder (C3) 	4
Unit 5 Mood Disorders	<ol style="list-style-type: none"> 1. Distinguish between clinical features of depression and mania (C4). 2. Illustrate the diagnostic guidelines of Bipolar disorder, Persistent and other mood disorders (C5). 3. Explain the models of mood disorders 	3

Content	Competencies	Number of Hours
	(Psychodynamic, biological, Interpersonal, Learning and cognitive theories) (C5).	
Unit 6 Anxiety disorders	<ol style="list-style-type: none"> 1. Explain the diagnostic criteria and associated aetiological factors of GAD (C5) 2. Discuss the diagnostic criteria and explain the contributing aetiological factor for OCD (C5) 3. Compare and contrast the diagnostic criteria and aetiological factor for phobic and social anxiety disorder (C4). 4. Explain the diagnostic criteria of panic disorder and its etiology (C5). 	4
Unit 7 Stress related disorders	<ol style="list-style-type: none"> 1. Analyse the diagnostic criteria and the aetiology of Dissociative disorders -Amnesia, Fugue, Trance and Possession (C4). 2. Analyse the diagnostic criteria and the aetiology of Dissociative motor disorder, convulsions, anesthesia and sensory loss (C4) 3. Distinguish the diagnostic criteria of Acute Stress reaction, PTSD, Adjustment disorders and explain the aetiology (C4) 4. Analyse clinical features, subtypes of somatoform disorder and illustrate the aetiology of somatoform disorder (C4) 5. Compare and contrast the diagnostic criteria of eating disorder- bulimia nervosa, anorexia, atypical anorexia nervosa, atypical bulimia nervosa and explain the aetiology of eating disorder (C5) 6. Explain the diagnostic criteria, aetiology of dyssomnias (C5) 7. Explain the diagnostic criteria and aetiology of parasomnias (C5) 8. Analyse the subtypes of Impulse control disorders (C4) 	9
Unit 8 Personality Disorders	<ol style="list-style-type: none"> 1. Explain the clinical features and aetiology of paranoid and schizoid personality disorders (C5) 2. Explain the clinical features and aetiology of antisocial and histrionic personality disorders (C5) 3. Analyse the clinical features and aetiology of EUPD: Borderline and Impulsive type (C4) 4. Explain the clinical features and aetiology of Anankastic, anxious avoidant, Dependent PD(C5) 	4
Unit 9 Problems of sexuality and	<ol style="list-style-type: none"> 1. Explain normal sexuality and illustrate diagnostic criteria and aetiology of sexual desire and sexual arousal disorders (C5) 	3

Content	Competencies	Number of Hours
gender	2. Explain diagnostic criteria and aetiology of orgasmic disorders, sexual pain disorder (C5) 3. Explain diagnostic features and aetiology of paraphilia(C5) 4. Explain diagnostic features and aetiology of gender identity disorder (C5)	
Unit 10 Childhood and adolescent psychiatry	1. Explain diagnostic criteria and aetiological factors of PDD (C5) 2. Explain diagnostic criteria and aetiological factors of ADHD (C5) 3. Outline the criteria of different Disorders of Scholastic achievement and aetiological factors associated with it (C2) 4. Explain diagnostic criteria and aetiological factors of disorders of social function with onset specific to childhood and adolescents (C5) 5. Explain diagnostic criteria and aetiological factors of behavioural and emotional disorder with onset specific to childhood and adolescence (C5) 6. Explain diagnostic criteria and aetiological factors of ODD & CD (C5) 7. Explain diagnostic criteria and aetiological factors of Mental retardation (C5) 8. Explain diagnostic criteria of specific developmental disorders of speech and language (C5) 9. Explain diagnostic criteria and aetiological factors of Tic disorders (C5)	9
Unit 11 Psychopharmacology and other treatment	1. Explain the use of psychopharmacological, ECT, Psychosurgery and psychological interventions across disorders in community (C2) 2. Explain forensic psychiatry (C2) 3. Explain the importance of psychosocial rehabilitation in psychiatric disorders (C5)	3
Unit 12 Psychiatry in special conditions	1. Summarize on psychiatric condition specific to women and to old-age(C2) 2. Summarize psychiatric condition specific to old-age(C2)	2

Learning Strategies, Contact Hours and Student Learning Time (SLT)				
Learning Strategies	Contact Hours	Student Learning Time (SLT)		
Lecture	15	30		
Seminar	24	48		
Small group discussion (SGD)	6	12		
Self-directed learning (SDL)	4	8		
Problem Based Learning (PBL)	3	6		
Total	52	104		
Assessment Methods				
Formative		Summative		
Quiz		Mid Semester/Sessional Exam (Practical)		
		End Semester Exam (Theory)		
Mapping of Assessment with Cos				
Nature of Assessment	CO1	CO2	CO3	CO4
Quiz	x	-	x	x
Mid sessional exam	x	x	x	x
End semester exam	x	x	x	x
Feedback Process	Mid-Semester Feedback			
	End-Semester Feedback			
Main Reference	<ul style="list-style-type: none"> • Gelder, Gath & Mayon, (2017). Shorter Oxford Textbook of psychiatry, (7th Ed)., NY: Oxford University Press • Kaplan & Sadock, (2017). Comprehensive Textbook of Psychiatry, (10th Ed)., Vol. 1 & 2, London: William & Wilkins • World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization. 			
Additional References	<ul style="list-style-type: none"> • Rutter, M. & Herson, L (1994). Child and Adolescent Psychiatry: Modern approaches, (3rd Ed)., London: Blackwell Scientific Publications • Vyas, J.N. & Ahuja, N. (1999). Textbook of postgraduate psychiatry, (2nd Ed). Vol 1 & 2, New Delhi : Jaypee brothers 			

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Cognitive Neuroscience						
Course Code		CPY6103						
Academic Year		First						
Semester		I						
Number of Credits		4						
Course Prerequisite		Basic knowledge in Brain and Behavior						
Course Synopsis		1. Introduces students to various processes involved in cognition to obtain a comprehensive knowledge of cognitive psychology						
Course Outcomes (COs)								
At the end of the course student shall be able to:								
CO1	Understand basic concepts of Cognitive Psychology and applying them to the field of clinical psychology. (C3)							
CO2	Outline the various paradigms and research methods in cognitive psychology (C4)							
CO3	Discuss the various theoretical models related to cognition and higher cognitive function (C5)							
CO4	Develop the ability to apply the knowledge to everyday life.(C3)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x					x		
CO2		x				x		
CO3	x					x		
CO4			x				x	

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction to cognitive psychology	1. Trace the historical antecedents (structuralism, functionalism Psychophysics, gestalt, behaviourism) in the development of cognitive psychology. (C4) 2. Explain how the cognitive revolution paved the way for the field of cognitive psychology(C3) 3. Outline the various paradigms of cognitive psychology(Information-Processing, Connectionism, evolutionary and ecological paradigms) (C4) 4. Distinguish between the various research methods in cognitive psychology(Naturalistic	5

Content	Competencies	Number of Hours
	Observation, Introspection, Controlled Observation and Clinical, Interviews, Experiments and Quasi-Experiments) (C4) 5. Explain the various imaging techniques used for investigations in cognitive psychology(C2)	
Unit 2 Perception	1. Define sensation and perception and discuss the process of sensation to representation(C5) 2. Apply Gestalt Laws and Perceptual Constancies to explain the perception of objects , forms and groups (C3) 3. Describe the process of pattern and face recognition (C3) 4. Discuss depth perception(C5) 5. Discuss and critique bottom-up theories of perception (Direct Perception, Template Theories, Feature-Matching Theories, Recognition-by-Components Theory)(C5) 6. Discuss and critique top-down theories of perception (Perceptual Learning ,Change Blindness) (C5) 7. Explain how word perception is influenced by various theories of perception (C3) 8. Using feature analysis of speech explain speech perception (C3) 9. Describe subliminal and movement perception (C2)	9
Unit 3 Attention	1. Discuss the four main functions of attention with examples (Signal detection and vigilance, Search, Selective attention, Divided attention) (C5) 2. Outline the process of attending to signals over the short and long terms (C4) 3. Discuss and critique various theories of visual search (Feature-Integration Theory, Similarity Theory, Guided Search Theory) (C5) 4. Explain selective attention. Using Broadbent task discuss the cocktail party effect (C5) 5. Discuss the filter theory and the attenuation theory of attention(C5) 6. Discuss and critique early and late-filter models(C5) 7. Discuss and critique the various theories of visual selective attention (spotlight, zoom lens, Posner's theory of focused visual attention) (C5) 8. Describe Dual-Task Performance and Psychological Refractory Period (PRP) in	9

Content	Competencies	Number of Hours
	reference to divided attention (C2) 9. Describe the attention hypothesis of automatization and explain Posner's Network model (C2) 10. Critically evaluate theories of selective auditory attention (C5) 11. Critically evaluate theories of selective visual attention (C5)	
Unit 4 Memory models	1. Discuss the various tasks used for measuring memory (C5) 2. Discuss and critique the various models of memory (The Traditional Model of Memory Sensory Store Short-Term Store Long-Term Store, The Levels-of-Processing Model, Working Memory model (Baddeley))(C5) 3. Explain how information is encoded and transferred from short term to long term memory (Encoding and Transfer of Information: Forms of Encoding-Short-Term Storage, Long-Term Storage. Transfer of Information from Short-Term Memory to Long-Term Memory, Rehearsal) (C3) 4. Explain how information is organized in memory (C3) 5. Outline the process of retrieving information from Short-Term and Long-Term Memory (C5) 6. Distinguish between the various types of long term memory(semantic and episodic memory, explicit and implicit memory) (C4) 7. Distinguish between various theories of forgetting (Distortion, Interference Theory, Decay Theory) (C4) 8. Discuss the Reconstructive Nature of Memory (Autobiographical Memory, Flashbulb Memories, Eyewitness Memory)(C5) 9. Argue the Recovered/False Memory controversy (C5) 10. Explain the effect of context on memory(C2)	10
Unit 5 The landscape of memory	1. Outline the organization of knowledge in the mind(Mental Representation of Knowledge: words, imagery, abstract concepts, Mental Images, Maps)(C4) 2. Outline the organization of Declarative Knowledge(Concepts and Categories, Semantic-Network Models Schematic Representations-Schemas and Scripts) (C4)	4

Content	Competencies	Number of Hours
	3. Discuss the Integrative Models for Representing Declarative and Non-declarative (Knowledge- adaptive control of thought (ACT))(C5) 4. Explain the “Production” of Procedural Knowledge and Non-declarative Knowledge (C2)	
Unit 6 Problem solving	1. Explain the problem space hypothesis(C2) 2. Describe the information processing model of problem solving (C3) 3. Distinguish between types of classic problems (ill defined and well defined problems)(C4) 4. Discuss the General Methods of Solution (Generate-and-Test Technique Means–Ends Analysis Working Backward Backtracking Reasoning by Analogy) (C5) 5. Outline the blocks to problem solving (Mental Set Using Incomplete or Incorrect Representations Lack of Problem-Specific Knowledge or Expertise) (C4) 6. Explain the influence of creativity on problem solving (C2)	4
Unit 7 Decision making, Judgment and reasoning	1. Describe judgment and decision Making and classical decision theory(C3) 2. Distinguish between the various heuristics and fallacies in decision making (C4) 3. Outline the biases in decision making(C4) 4. Differentiate between deductive and inductive reasoning(C4)	4
Unit 8 Language	1. Explain the structure of language (Phonology, Syntax, Semantics, Pragmatics)(C2) 2. Outline language comprehension and production(Speech Perception, Speech Errors in Production, Sentence Comprehension, Comprehending Text Passages)(C4) 3. Explain Story Grammars and Gricean Maxims of Conversation (C2) 4. Explain the influence of language on cognition (The Modularity Hypothesis The Whorfian Hypothesis) (C5) 5. Explain the neuropsychological views and evidence of language and cognition(C2) 6. Evaluate the role of language in a social context (Speech Acts Direct Speech Acts Indirect Speech Acts)(C5) 7. Outline the characteristics of successful conversations(C2)	7

Content	Competencies	Number of Hours
	8. Examine the influence of gender on language(C4)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)				
Learning Strategies	Contact Hours	Student Learning Time (SLT)		
Lecture	18	36		
Seminar	21	42		
Small group discussion (SGD)	7	14		
Self-directed learning (SDL)	6	12		
Total	52	104		
Assessment Methods				
Formative	Summative			
Quiz	Mid Semester/Sessional Exam (Theory)			
Assignments	End Semester/Sessional Exam (Theory)			
Mapping of Assessment with COs				
Nature of Assessment	CO1	CO2	CO3	CO4
Mid Semester / Sessional Examination	x	x	x	
Quiz	x	x	x	x
Assignment/presentations	x	x	x	x
End Semester/Sessional Exam	x	x	x	x
Feedback Process	Mid-Semester Feedback			
	End-Semester Feedback			
Main Reference	<ul style="list-style-type: none"> Riegler, V.R., & Riegler, G.L. (2008). <i>Cognitive Psychology: Applying the Science of Mind</i>. Pearson Education. Sternberg, R. J., & Sternberg, K. (2016). <i>Cognitive psychology</i>. Nelson Education. 			
Additional References	<ul style="list-style-type: none"> Anderson, J. R. (2010). <i>Cognitive psychology and its implications</i>. Princeton, N.J: Brunng, R.H., Schraw, G.J., Norby, M.M. & Ronng, R.R. (2004). <i>Cognitive psychology and instructions</i>, (4th Eds.). New Jersey: Pearson Prentice Hall Galotti, K.M. (1995). <i>Cognitive Psychology in and outside Laboratory</i>. Mumbai:Thompson Asia. Gazzaniga, M. S. (2004). <i>The cognitive neurosciences</i>. MIT press. 			

Manipal College of Health Professions	
Name of the Department	Clinical Psychology
Name of the Program	M.Sc in Clinical Psychology
Course Title	Clinical Training - I
Course Code	CPY6131
Academic Year	First
Semester	I
Number of Credits	4
Course Prerequisite	Theoretical knowledge in Abnormal Psychology and Psychological Testing
Course Synopsis	Introduces students to observe and learn the necessary clinical skills needed to perform clinical interview

Course Outcomes (COs):

At the end of the course student shall be able to:

CO1	Observe and develop an understanding about the basic clinical skills in taking case history (A1, P1, C3)
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CO2	Observe psychiatry evaluation and mental status examination (A1)
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CO3	Observe the skills to make a psycho diagnostic formulation (A1, P1)
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Mapping of Course Outcomes (COs) to Program Outcomes (POs):

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x			x				
CO2	x				x			
CO3		x						x

Course Content and Outcomes

Content	Competencies	Number of Hours
Level 1		
	1. Notice and attend the basic skills in clinical interviewing (P1, A1) 2. Attend, notice and observe how to take detailed psychiatric case history (A1,P1) 3. Attend and notice how to take detailed mental status examination (A1, P1) 4. Observe the skills to make a psycho diagnostic formulation (A1, P1)	156

Learning Strategies, Contact Hours and Student Learning Time (SLT)				
Learning Strategies		Contact Hours		
Clinic		156		
Total		156		
Assessment Methods				
Formative		Summative		
Viva		Mid Semester/Sessional Exam		
Record book		External Viva		
Case vignette		Record book		
Mapping of Assessment with Cos				
Nature of Assessment		CO1	CO2	CO3
Viva		x	x	x
Mid Semester / Sessional Examination		x	x	x
Case vignette		x	x	x
Record book		x	x	x
Feedback Process		Mid-Semester Feedback		
		End-Semester Feedback		
Main Reference		<ul style="list-style-type: none"> Ahuja, N. (2006). A short textbook of psychiatry. New Delhi : Jaypee Bros Carlat, D.J. (2017). The Psychiatric Interview (4th ed). New Delhi: Wolters Kluwer Pvt Ltd World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization. 		
Additional References		<ul style="list-style-type: none"> Manuals of various psychological tests 		

SEMESTER II

COURSE CODE	COURSE TITLE
EPG6201	: Ethics and Pedagogy
CPY6201	: Qualitative Research
CPY6202	: Child Adolescent & School Psychology
CPY6203	: Psycho Diagnostics
CPY6231	: Clinical Training - II
CPY6251	: Dissertation Phase - I

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Ethics and Pedagogy						
Course Code		EPG6201						
Academic Year		First						
Semester		II						
Number of Credits		2						
Course Prerequisite		NIL						
Course Synopsis		<p>The ethics module will help the post graduate students in understanding the ethical principles, identifying the ethical issues and resolving ethical dilemmas in their professional practice with specific focus on clinical and research ethics.</p> <p>The pedagogy of the module will help the post graduate students in understanding the educational philosophy, teaching learning methods and learners' assessment. This module will be delivered in the form of didactic lectures in workshop format and small group learning tutorials, seminars, demonstrations during practical sessions, problem based learning & self-directed learning. Theory examination, assignments and demonstrations will be used to assess the student's transferable skills and learning outcomes.</p>						
Course Outcomes (COs): At the end of the course student shall be able to:								
CO1	Apply ethical principles in clinical and research practice (C3)							
CO2	Analyse ethical issues and resolve ethical dilemmas (C4)							
CO3	Integrate principles of adult learning and various roles of teacher in their academic practice (C2)							
CO4	Apply various teaching learning methods (C3, P4)							
CO5	Assess students' achievements based on learning outcomes (C3)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x			x				
CO2	x			x				
CO3	x			x				
CO4	x	x						
CO5	x			x				

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1: Ethics		
<p>Principles of ethics History and evolution of ethics - Helsinki declaration; Nuremberg Code; Principles of ethics and its importance - Autonomy, Beneficence, Non-maleficence, Justice</p>	<p>Outline the history and evolution of bioethics (C2) Explain the cardinal principles of bioethics (C2) Apply national and international bioethical principles (C3)</p>	2
<p>Ethics in professional practice Principles of practice in respective profession. Privacy, confidentiality, shared decision making, informed consent, equality and equity, justice</p>	<p>Outline the principles of ethics in professional practice - clinical, research, academics, administrative domains (C2) Apply the principles of ethics in professional practice (C3)</p>	
<p>ICMR Guidelines General principles, Responsible conduct of research, Risk benefit assessment</p>	<p>Outline the general principles of ethics for conduct of research based on ICMR guidelines (C2) Summarize the characteristics for responsible conduct of research (C2) Identify potential ethical issues based on risk benefit analysis (C3)</p>	3
<p>Informed Consent Process Components of informed consent document, Procedure in obtaining informed consent, Special situations, waivers, and proxy consent</p>	<p>Explain the components and procedures of informed consent process (C2) Apply suitable methods in obtaining informed consent (C3) Distinguish special considerations of informed consent process for waivers and proxy consent (C4)</p>	
<p>Roles and Responsibilities of IEC Ethical Review process, Classification of projects for review, Roles and responsibilities of members, Communications with investigators and authorities</p>	<p>Outline the process of ethical review of research proposals (C2) Relate the types of review based on the research project proposals (C2) Summarize the roles and responsibilities of IEC and its members (C2) Organize the mock ethical review meeting (C3) and examine the research proposal for ethical issues (C4)</p>	2

Content	Competencies	Number of Hours
<p>Ethics in Special and Vulnerable Populations Types of Vulnerability and vulnerable population, Challenges for research in vulnerable population, Guidelines for research in special and vulnerable population</p>	<p>Define and explain the types of Vulnerability (C2) Outline the characteristics of special and vulnerable population (C2) Summarize the challenges for research in vulnerable population (C2) Apply the ICMR guidelines for research in special and vulnerable population (C3)</p>	2
<p>Conflict of Interest Definition and Types of Conflict of Interest, Identifying, mitigating and managing Conflict of Interest, Conflicts of interest in international collaborations</p>	<p>Define and explain the types of Conflict of Interest (C2) Identify and solve potential Conflict of Interest (C3)</p>	3
<p>Publication Ethics Importance of publishing, Authorship guidelines according to ICMJE, Plagiarism</p>	<p>List the importance of publishing scholarly works (C4) Examine the criteria of authorship based on ICMJE guidelines (C4) Test the publication for plagiarism (C4)</p>	
Unit 2: Pedagogy		
<p>Principles of adult learning Systems approach in education; Curriculum - Definition, Components, Types of Curriculum (Outcomes-based, Competency-based, Performance-based, Objectives-based), Curricular alignment, Integrated Curriculum, Frameworks, Models (Harden's SPICES model) and approaches (problems-based learning, case-based learning).</p>	<p>Relate 'Systems Approach' in education (C2) Define and explain the components of curriculum (C2) Outline the types of curricular frameworks (C2) Identify the characteristics of curricular frameworks (C3)</p>	2
<p>Taxonomy of learning Blooms Taxonomy: Knowledge, Psychomotor and Affective domains, Specific Learning</p>	<p>Classify domains of learning (C2) Distinguish the levels of mastery for each learning domains (C4) Outline the elements of specific learning objectives (C3)</p>	2

Content	Competencies	Number of Hours
Objectives - Elements, construction, mapping of SLOs to course outcomes.	Organize specific learning objectives based on domains of learning (C3)	
Teaching Methods Small Group Teaching: Group dynamics, Categories of SGT, Facilitating techniques, Generic & Specific SGT methods Large Group Teaching: Lectures	Outline small group teaching methods (C3) Explain the generic and specific methods of small group teaching (C3) Outline large group teaching methods (C3) Explain the facilitation methods in large group lectures (C3) Perform microteaching (P4)	5
Learner Assessment Principles, Characteristics and Types of assessment - Formative/Summative, Tools, Blueprinting	Outline the principles, characteristics and types of assessment (C3) Identify appropriate tools for assessment. (C3) Construct a blueprint of assessment for theory and practical exam (C3)	5

Learning Strategies, Contact Hours and Student Learning Time (SLT)					
Learning Strategies	Contact Hours	Student Learning Time (SLT)			
Lecture	13	26			
Small group discussion (SGD)	9	18			
Assignment / Microteaching	4	8			
Total	26	52			
Assessment Methods					
Formative			Summative		
Unit A			Unit A		
Assignments - Clinical Ethics (10); Research Ethics (10);			Session Exam: 30 MCQs = 30 marks		
Unit B			Unit B		
Assignments – Blueprinting (10)			Session Exam: 20 MCQs = 20 marks		
Presentations – Microteaching sessions (20)					
Mapping of Assessment with COs					
Nature of Assessment	CO1	CO2	CO3	CO4	CO5
Mid Semester Examination	x	x	x	x	x
Assignments/Presentations	x	x	x	x	x
Feedback Process	Mid-Semester Feedback				
	End-Semester Feedback				

Main References

UNIT 1: Ethics

- Beauchamp and Childress, Principles of Biomedical Ethics, Fourth Edition. Oxford. 1994.
- Patricia A Marshall. Ethical challenges in study design and informed consent for health research in resource poor settings. World Health Organization. 2007.
- National Ethical guidelines for Biomedical and Health Research involving human participants. Indian Council of Medical Research. 2017.

UNIT 2: Pedagogy

- ABC of Learning and Teaching in Medicine. Editor(s): Peter Cantillon, Diana Wood, Sarah Yardley. Ed: 3
- Understanding Medical Education: Evidence, Theory, and Practice, Editor(s): Tim Swanwick Kirsty Forrest Bridget C. O'Brien. Ed 3
- Principles of Medical Education. Editor(s): Tejinder Singh, Piyush Gupta, Daljit Singh. Jaypee Brothers. 2012. NewDelhi.

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Qualitative Research						
Course Code		CPY6201						
Academic Year		First						
Semester		II						
Number of Credits		4						
Course Prerequisite		Basic knowledge in Research Methodology and Statistics						
Course Synopsis		1. Equips the students to understand and appreciate the theoretical and methodological issues involved in qualitative research. 2. Helps students to deal with various issues involved in conducting qualitative research in Psychology						
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Explain the theoretical foundation of qualitative research methods in psychology (C5)							
CO2	Distinguish the fundamentals of research methods and design used in qualitative research (C4)							
CO3	Examine how qualitative methods can improve and create knowledge in the field of Psychology (C4)							
CO4	Develop skills in proposal writing and reporting qualitative research (C3)							
CO5	Explain the various processes involved in data analysis in qualitative research (C5)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2		x		x				
CO3				x		x		
CO4		x			x			
CO5		x				x		

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction	1. Define qualitative research(C1) 2. Identify the characteristics and aims of qualitative research (The Primacy of data, contextualisation, immersion in the setting, the 'emic' perspective, thick description, the	5

Content	Competencies	Number of Hours
	<p>research relationship, data collection and data analysis) (C3)</p> <ol style="list-style-type: none"> 3. Compare qualitative and quantitative research (C5) 4. Identify the paradigm positions in qualitative research (Positivism, Post positivism, Critical theory and Constructivism) (C3) 5. Examine the nature of paradigms based on ontological, epistemological and methodological assumptions. (C4) 6. Explain the historical development of qualitative research: Empiricism, positivism and Interpretivism. (C5) 	
<p>Unit 2 Traditions of Qualitative Research</p>	<ol style="list-style-type: none"> 1. Explain the historical background of Grounded theory (C5) 2. Identify the types of Coding Grounded theory (open, axial and selective) (C3) 3. Appraise the criteria for evaluating grounded theory (C5) 4. Explain the background theories and key ideas of narrative approach (structure, social nature, challenges to plot lines, narrative and identity) (C5) 5. Examine Narrative interviews (Role, life history, episodic, coherence). (C4) 6 Criticize the reliability and validity of narratives (C5) 7. Explain the key features, inquiry and applications of ethnography (C5) 8. Evaluate the importance of Ethnographic research in cyber era. (C5) 9. Define action research (C1) 10. Identify the development of action research (C3) 11. Examine the various models of action research (C4) 12. Identify the researcher responsibilities in action research (C3) 13. Plan the procedure in action research (C3) 14. Categorize the types of action research (technical/scientific/collaborative, practical/mutual collaborative/deliberate, emancipating/enhancing/critical) (C4) 15. Assess the limitations of Action research. (C5) 16. Explain the theoretical orientation and overview of phenomenological approach (C5) 	<p>14</p>

Content	Competencies	Number of Hours
	17. Compare the different types of Phenomenology (Descriptive or hermeneutical, Eidetic (essence) or transcendental, Egological, genetic or constitutional), (C5) 18. Inspect the ethical issues in phenomenological research (C4)	
Unit 3 Methods of collecting qualitative data	1. Explain participant observation? (C5) 2. Identify the merits and demerits of participant observation (C3) 3. Explain the ethical guidelines and logistics in participant observation (C5) 4. Explain the types of Interview (C5) 5. Explain transcription, ethical guidelines and logistics of interviews (C5) 6. Develop an in- depth interview guide (C3) 7. Categorize the types of questions used in- depth interview (C4) 8. Model in-depth interview through role play (C3) 9. Explain the basic ingredients of focus group discussion (C5) 10. Explain the components of moderator's guide (C5) 11. Compare the different types of participants in FGD (C4) 12. Explain the ethical guidelines and logistics of FGD (C5) 13. Model focus group discussion through role play (C3) 14. Compare the advantages and disadvantages of FGD over in-depth interview. (C4) 15. Explain life history and oral history (C5) 16. Explain historiography (5) 17. Identify the various sources of data in historical research (C3) 18. Explain tracing written history as a method of data collection in historical research (C5) 19. Explain the types, selecting, acquiring and analysis of documents and dairies (C5) 20. Estimate the use of photographs, films and videos in qualitative research (C5) 21. Appraise the problems and applications of photographs, films and videos in qualitative research (C5) 22. Explain conversational Interviewing and	12

Content	Competencies	Number of Hours
	<p>analysis (C5)</p> <p>23. Examine the nature of case studies (C5)</p> <p>24. Explain individual case studies (C5)</p> <p>25. Compare the different types of case study designs (Exploratory, explanatory and descriptive) (C4)</p>	
<p>Unit 4 Research design</p>	<p>1. Analyze the interactive model of research design (Goals, Conceptual framework, Methods, Validity and research questions) (C4)</p> <p>2. Identify the contextual factors influencing the interactive model of research design (C3)</p> <p>3. Compare the types of research designs in qualitative research (Comparative, Triangulated, Mixed method and its types and Multiple-Method) (C4)</p> <p>4. Classify the sampling methods of qualitative research (Criterion based or purposive, theoretical, opportunistic and convenience sampling) (C4)</p> <p>5. Identify the key Features of Sampling: Selection Criteria, sample size, Additional and supplementary samples) (C3)</p> <p>6. Examine the sampling frames in qualitative research (C4)</p> <p>7. Explain the variations in qualitative sampling (Strauss & Corbin, Patton, Morse, Sandelowski) (C5)</p> <p>8. Identify the paradigm-specific and transcendent criteria for ensuring quality and trustworthiness in Qualitative Research (C3)</p> <p>9. Explain the post positivistic criteria for ensuring trustworthiness (credibility, transferability, dependability and confirmability) (C5)</p>	<p>10</p>
<p>Unit 5 Qualitative data analysis</p>	<p>1. Explain the features and advantages of thematic analysis (C5)</p> <p>2. Compare the Decisional factors (Inductive vs theoretical, semantic or latent, realist vs constructionist) involved in thematic analysis (C4)</p> <p>3. Divide the phases of Thematic Analysis (C4)</p> <p>4. Identify the criteria for a good thematic analysis (C3)</p> <p>5. Explain the context of narrative analysis (C5)</p> <p>6. Compare the typology of narrative analysis</p>	<p>11</p>

Content	Competencies	Number of Hours
	(thematic, structural, dialogic/performance, and visual) (C4) 7. Explain content analysis and its process (C5) Compare manifest vs latent content analysis (C4) 8. Compare Inductive vs deductive content analysis (C24) 9. Divide the phases of content analysis (C4) 10. Explain the steps involved in interpretative Phenomenological Analysis (Multiple reading and making notes, transforming notes into Emergent Themes, seeking relationships and clustering themes) (C5) 11. Examine the stages in constant comparative analysis (comparing, Integrating, delimited the theory, and writing the theory) (C4) 12. Identify the techniques for enhancing the quality of analysis (C3) 13. Explain the forms of research output from qualitative research (comprehensive, summary, developmental, selective) (C5) 14. Identify the features, structure, content, style and context of writing a qualitative report (C2)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)					
Learning Strategies	Contact Hours	Student Learning Time (SLT)			
Lecture	14	28			
Seminar	12	24			
Small group discussion (SGD)	16	32			
Self-directed learning (SDL)	8	26			
Other (Roleplay)	2	4			
Total	52	104			
Assessment Methods					
Formative	Summative				
Quiz	Mid Semester/Sessional Exam (Theory)				
	End Semester/Sessional Exam (Theory)				
Mapping of Assessment with Cos:					
Nature of Assessment	CO1	CO2	CO3	CO4	CO5
Quiz	x	x	x	x	x
Mid Semester / Sessional Examination	x	x	x		
End Semester/Sessional Exam	x	x	x	x	x
Feedback Process	Mid-Semester Feedback				
	End-Semester Feedback				

<p>Main Reference</p>	<ul style="list-style-type: none"> • Berg, B. L. (1995). <i>Qualitative research methods for the social sciences</i>. Bruce L. Berg. Boston. • Camic, P. M., Rhodes, J. E., & Yardley, L. E. (2003). <i>Qualitative research in psychology: Expanding perspectives in methodology and design</i>. American Psychological Association. • Ritchie, J., & Lewis, J. (2003). <i>Qualitative research practice: A guide for social science students and researchers</i>. London: Sage Publications.
<p>Additional References</p>	<ul style="list-style-type: none"> • Given, L. M. (2008). <i>The Sage encyclopedia of qualitative research methods</i> (Vol. 1 & 2). Los Angeles: SAGE • Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). <i>Qualitative research methods: a data collector's field guide</i>. Family Health International. USAID

Manipal College of Health Professions								
Name of the Department	Clinical Psychology							
Name of the Program	M.Sc in Clinical Psychology							
Course Title	Child, Adolescent and School Psychology							
Course Code	CPY6202							
Academic Year	First							
Semester	II							
Number of Credits	4							
Course Prerequisite	Basic knowledge in Developmental Psychology							
Course Synopsis	1. Helps students to understand, the concept and theories of development across the various domains 2. Familiarize students with the contributing factors and hazards to healthy development 3. To critically evaluate the theories and practices for school-based emotional, behavioral , social and academic practices							
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Determine the various domains of development and the process of development across life span (C5)							
CO2	Evaluate the various theories of Development (C5)							
CO3	Explain the importance of parenting and its effect on children's behavior (C5)							
CO4	Summarize the role of Play in child development (C5)							
CO5	Explain the role of resilience in child and adolescent development (C5)							
CO6	Explain the concept of child abuse, its effect and prevention (C5)							
CO7	Develop an understanding about the nature and ethical issues in school Psychology (C3)							
CO8	Determine how diversity in classroom influences achievement (C5)							
CO9	Explain various mental health issues in school (C5)							
CO10	Explain various models of class room management (C5)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2	x						x	
CO3	x					x		
CO4	x					x		
CO5	x					x		
CO6				x		x		
CO7	x					x		
CO8	x					x		
CO9	x					x		
CO10			x			x		

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction to Personality	<ol style="list-style-type: none"> 1. Analyze human development and the Principles of development (C4) 2. Compare Developmental domains cross life span (C5) 	2
Unit 2 Motor Development	<ol style="list-style-type: none"> 1. Categorize the phases and stages of motor development. (C4) 2. Examine Reflexive movement phase (C4) 3. Identify Information, encoding and decoding stage (C3) 4. Examine Rudimentary movement phase (C4) 5. Evaluate Reflex, Inhibition stage, Pre-control stage (C5) 6. Explain Fundamental movement Phase: Initial stage, emerging elementary stages, Proficient stages & Specialized movement Phase: Transitional stage, Application stage, Lifelong utilization stage (C4) 	3
Unit 3 Cognitive development	<ol style="list-style-type: none"> 1. Evaluate Piaget's theory (C5) 2. Evaluate Vygotsky's theory (C5) 3. Evaluate Kohlberg's theory of Moral development (C5) 4. Importance of Contribution of these theories to Child development (C5) 	4
Unit 4 Social and Emotional Development	<ol style="list-style-type: none"> 1. Highlight the importance of Erikson's contribution to developmental milestones (C5) 2. Compare the attachment theories of Bowlby and Harlow (C5) 3. Conclude Ainsworth's attachment styles (C5) 4. Evaluate the role of attachment in Psychopathology (C5) 5. Examine the various temperament traits (C4) 6. Compare the child temperament model by Rothbart with Thomas & Chess (C5) 7. Explain Kagan's behavior inhibition and disinhibition as temperaments (C5) 8. Appraise the role of temperament, attachment and parental interactions in behavioral problems (C5) 	8
Unit 5 Parenting	<ol style="list-style-type: none"> 1. Define parenting and outline different theoretical perspectives on stages of parental development (C2) 2. Explain Galinsky's stages of parental development (C5) 3. Explain different parenting styles (C5) 4. Explain the effect of parenting styles and its behavioral outcomes (C5) 	5

Content	Competencies	Number of Hours
	5. Summarize various parental psychopathology and its effect on children (C2) 6. Explain the effect of parental substance abuse on children (C5) 7. Explain foster parenting (C5) 8. Explain Lesbian and Gay parenthood (C5) 9. Outline the consequences of single parenting (C2)	
Unit 6 Play	1. Define Play and list the functions of play (C4) 2. Compare the development of different types of play across the life span(Social play, Object play, Symbolic play, Pretend play, Symbolic play, Motor Play) (C4) 3. Explain the importance of play in contribution to creativity (C5) 4. Conclude the therapeutic uses of Play (C5)	6
Unit 7 Resilience	1. Examine the salient issues of resilience (C4) 2. “Resilience is a process in development”. Justify (C5) 3. Identify the factors influencing resilience. (C3)	3
Unit 8 Child abuse and Neglect	1. Define child abuse and neglect and explain types of abuse (C5) 2. Outline the precipitating factors and prevalence of child abuse and neglect (C2) 3. Compare different theories of parenting and child maltreatment (C4) 4. Summarize the long term and short term consequences of child maltreatment (C2) 5. Explain the ways of preventing and treating child maltreatment (C5) 6. Explain POCSO Act (C5)	4
Unit 9 Introduction to school psychology	1. Define School Psychology. Outline the nature and history of the field (C2) 2. Distinguish between school and educational psychology (C4) 3. Explain the role of a school Psychologist (C5) 4. List the ethical issues in School Psychology (C4)	3
Unit 10 Diversity in classroom-culture, social class and exceptional students	1.Examine how cultural differences in school influences academic achievement (C4) 2. What is cultural compatibility? Identify the forces of compatibility (C3) 3. Identify dimensions of multicultural education and ways to improve relations among multicultural students (C3)	8

Content	Competencies	Number of Hours
	<ol style="list-style-type: none"> 4. Examine how social class/poverty influences academic achievement (C4) 5. List the factors influencing classroom achievement (C4) 6. Explain the Indian education system and Government schemes (C2) 7. Define giftedness. List the characteristics and problems of the gifted.(C4) 8. Explain the three ring model of giftedness(C5) 9. Discuss the teaching strategies for gifted children(C6) 10. Compare the teaching strategies for Autism and ADHD Children (C4) 11. Explain the teaching strategies for LD and MR 12. Summarize on shadow teaching (C2) 13. Distinguish between mainstreaming and inclusion (C4) 	
<p>Unit 11 Specific problems in school and school mental health</p>	<ol style="list-style-type: none"> 1. List out the various mental health problems found in school children (C4) 2. Define bullying and explain the types of bullying (C5) 3. Outline the causes of bullying (C2) 4. Explain Whole school approach (C5) 5. Distinguish between absenteeism and truancy (C4) 6. Summarize the contributing factors for school absenteeism (C2) 7. Summarize the contributing factors for school truancy (C2) 8. Explain the interventions for absenteeism (C5) 9. Explain the interventions for truancy(C5) 10. Examine the causes for school refusal and dropouts (C4) 11. Explain how to manage school refusal and dropouts (C5) 12. Explain the various recommendations for teachers, parents and school psychologists to prevent school refusal and dropouts (C5) 13. Explain the guidelines for mental health in schools (C5) 14. Outline various school mental health programs in India (C2) 	<p>3</p>
<p>Unit 12 Classroom Management</p>	<ol style="list-style-type: none"> 1. Compare CARROL and QUAIT model of classroom management (C5) 2. Build an IEP (C3) 3. Evaluate Performance and Portfolio 	<p>3</p>

Content	Competencies	Number of Hours
	assessment, Formative and Summative evaluation (C5) 4. Justify the role of tests, home work and project work as a tool of assessment (C5)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)		
Learning Strategies	Contact Hours	Student Learning Time (SLT)
Lecture	13	26
Presentation	26	52
Small group discussion (SGD)	4	8
Self-directed learning (SDL)	6	12
Case Based Learning (CBL)	1	2
Assessment(Assignment)	2	4
Total	52	104
Assessment Methods		
Formative	Summative	
Quiz	Mid Semester/Sessional Exam (Theory)	
Assignments/presentations	End Semester/Sessional Exam (Theory)	

Mapping of Assessment with Cos										
Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6	CO7	CO8	CO9	CO10
Mid Semester / Sessional Examination	x	x	x	x	x	x				
Quiz							x	x	x	x
Assignment/ presentations				x						x
End Semester/ Sessional Exam	x	x	x	x	x	x	x	x	x	x
Feedback Process	Mid-Semester Feedback									
	End-Semester Feedback									
Main Reference	<ul style="list-style-type: none"> Bornstein, M. H. (2002). Handbook of parenting: Volume 3. Mahwah, N.J: Lawrence Erlbaum. Bransletter, R. (2012). The School psychologists Survival Guide (I Ed). Published by Jossey- Bass Goldstein, S., & Brooks, R. B. (2005). Handbook of resilience in children. New York: Kluwer Academic/Plenum Publishers. Hirschy, S. T., & Wilkinson, E. (2010). Protecting our children: Understanding and preventing 									

	<p>abuse and neglect in early childhood. Belmont, Ca: Wadsworth.</p> <ul style="list-style-type: none"> • O'Connor, K. J. (1991). The play therapy primer: An integration of theories and techniques. New York: Wiley. • Papalia, D.E., Olds, S.W. & Feldman, R.D. (2004). Human Development (9 Ed). New Delhi: Tata Mc Graw Hill Pub. • Rathus, S. A., & Rathus, S. A. (2006). Childhood and adolescence: Voyages in development. Belmont, CA: Thomson/Wadsworth • Reid, G. (2007). Motivating learners in the classroom: Ideas and strategies. London: P. Chapman Pub • Santrock, J.W. (2007). Life Span Development (3rd ed). New Delhi: Tata Mc Graw Hill Pub. • Santrock, J.W. Child Development (13th ed). New Delhi: Tata Mc Graw Hill Pub. • Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill. • 12. Strelau, J. (2002). Temperament: A psychological perspective. New York: Kluwer Academic Pub.
<p>Additional References</p>	<ul style="list-style-type: none"> • Hopkins, B. (2005). The Cambridge encyclopedia of child development. Cambridge, UK: Cambridge University Press. • Kuczynski, L. (2002). Handbook of dynamics in parent-child relations. Thousand Oaks: Sage Publications. • Kutcher, S., Wei, Y., & Weist, M.D (2015). School mental health: Global challenges and opportunities. UK: Cambridge University Press 4. • Merrrel, KW., Ervin, R.A., & Peacock, G.G (2012). School Psychology for the 21st Century: Foundations and practices (II Ed). London: Guilford Press. • Schmeck, R. R. (1988). Learning strategies and learning styles. New York: Plenum. • Stephen N. E., Thomas R K., Joan L. C & John F.T (2000) Educational Psychology, third edition Mc. Grawhill International editions • Simon, D.J., & Swerdlik, M.E (2016). Supervision in School Psychology: The developmental, Ecological, problem Solving Model. New York: Routledge • Southwick, S. M. (2011). Resilience and mental health: Challenges across the lifespan. Cambridge England: Cambridge University Press

	<ul style="list-style-type: none">• Weist, MD., Lever, NA., Bradshaw, CP., & Owens, JS. (2013). Handbook of school mental health: Research, Training, Practice and Policy (II Ed). New York: Springer• Woolfolk, A. Educational Psychology (9th edition) India: Published by Pearson Education.• 11. Zentner, M., & Shiner, R. L. (2012). Handbook of temperament. New York: Guilford Press.
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Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Psychodiagnostics						
Course Code		CPY6203						
Academic Year		First						
Semester		II						
Number of Credits		4						
Course Prerequisite		Basic knowledge in Psychological Testing						
Course Synopsis		1. Orient students about the necessary skills and competency in selecting, administering, scoring, interpreting and reporting psychological tests used commonly in the field of clinical psychology 2. Help students understand about applicability and feasibility of conducting various psychological assessments including Intelligence, Symptomatology and Personality variables that help/direct treatment and assess treatment outcomes.						
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Selecting appropriate psychological tests based on relevant criteria and evaluating their and evaluate its strengths and weaknesses for clinical purposes (C3)							
CO2	Examining the clinical work-up and the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems (C4)							
CO3	Integrate collateral information from multiple sources and explain the rationale for psychological assessment as relevant to the areas being assessed. (C5)							
CO4	Select and justify the use of psychological tests and carry out the assessment as per the specified procedures (C5)							
CO5	Interpret the findings in the backdrop of the clinical history and mental status findings (C5)							
CO6	Make use of the clinical findings, integrate and prepare the psychological report (C3)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x					x		
CO2				x		x		
CO3				x		x		
CO4				x		x		
CO5	x	x						
CO6		x					x	

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction	<ol style="list-style-type: none"> 1. Outline the objectives of psychological assessment (C2) 2. Explain the Psychometric Properties of tests (C2) 3. Distinguish between various tests and its applications (C4) 4. Explain the different domains of psychological report (C2) 	4
Unit 2 Child cognitive assessment	<ol style="list-style-type: none"> 1. Explain the scope, applications, strengths and weakness of various IQ assessments used in children (Seguin Form Board, Raven's Progressive Matrices, Wechsler Intelligence scale for children IV, Vineland , Adaptive Behavioural Scale II/ VSMS, Draw a man test, Bhatia's Battery, BKT) (C5) 	15
Unit 3 Adult cognitive assessment	<ol style="list-style-type: none"> 1. Explain the scope, applications, strengths and weakness of various cognitive assessments for adults (Wechsler Adult Intelligence Scale (WAIS-IV), Wechsler Memory Scale III) (C5) 	10
Unit 4 Learning Disabilities	<ol style="list-style-type: none"> 1. Explain the scope, applications, strengths and weakness of various learning disability tests (NIMHANS Index of Specific Learning Disability and DST) (C5) 	5
Unit 5 Personality Measures	<ol style="list-style-type: none"> 1. Explain the scope, applications, strengths and weakness of various self-report personality assessment (16 personality factor questionnaire, NEO- personality inventory III, temperament and character inventory(TCI), Minnesota Multiphasic Personality Inventory (MMPI-II), Millon Clinical Multiaxial inventory (MCMI-III) (C5) 2. Explain the scope, applications, strengths and weakness of performance-based measures of personality assessment Sentence completion test, TAT and CAT (Uma Chowdhary) (C5) 	8
Unit 6 Rorschach	<ol style="list-style-type: none"> 1. Explain the scope, applications, strengths and weakness of Rorschach Inkblot Test (C5) 	6
Unit 7 Rating scales	<ol style="list-style-type: none"> 1. Explain the scope, applications, strengths and weakness of adult rating scales of various psychopathology (BDI- II STAI, Y- BOCS, Hospital anxiety depression inventory, PANSS, CAGE, AUDIT, MAST. YMRS HAM- A, HAM –D) (C5) 2. Explain the scope, applications, strengths and weakness of child rating scales of various 	4

Content	Competencies	Number of Hours
	psychopathology (Connors rating scale, CBCL, CARS, CHAT, CDI) (C5)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)						
Learning Strategies	Contact Hours	Student Learning Time (SLT)				
Lecture	52	104				
Total	52	104				
Assessment Methods						
Formative	Summative					
-	Mid Semester/Sessional Exam (Practical)					
-	Viva					
-	Record book					
Mapping of Assessment with COs						
Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Mid Semester / Sessional Examination	x	x	x	x	x	x
Viva	x	x	x	x	x	x
Record book	x	x	x	x	x	x
Feedback Process	Mid-Semester Feedback					
	End-Semester Feedback					
Main Reference	<ul style="list-style-type: none"> Bellack, A.S. & Hersen, M (1998) Comprehensive Clinical Psychology: Assessment, Vol. 4. Elsevier Science Ltd.: Great Britain Choudhary, U. (1980). An Indian modification of the Thematic Apperception Test, Shree Saraswathi Press: Calcutta 					
Additional References	<ul style="list-style-type: none"> Exner, J.E. (2003). The Rorschach – A Comprehensive System, Vol 1, 4th ed., John Wiley and sons: NY. Freeman, F.S. (1965). Theory and practice of psychological testing,. Oxford and IHBN: New Delhi. Hersen, M, Segal, D. L, Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment, Vol 1 & 2, John Wiley & Sons: USA Kapur, M., John, A, Rozario, J & Oommen, A. (2002). NIMHANS Index of Specific Learning Disability. Psychological assessment of children in the clinical setting. Bangalore: Vinayaka Offset Printers Murray H.A. (1971).The Thematic Apperception Test manual, Harvard University Press. Ramalingaswamy .P (1974).WAPIS Form-PR. Manual of Indian Adaptation of WAIS-Performance Scale. New Delhi: Manasayan 					

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Clinical Training - II						
Course Code		CPY6231						
Academic Year		First						
Semester		II						
Number of Credits		4						
Course Prerequisite		Basic knowledge in Psychiatry and Testing						
Course Synopsis		Introduces students to observe various psychological assessments						
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Attend to and observe psychiatry evaluation and mental status examination (A1)							
CO2	Attends to and notice skills to perform cognitive and personality assessment (A1, P1)							
CO3	Attend to and notice skills to prepare psycho-diagnostic formulation to arrive at appropriate diagnosis (A1, P2)							
CO4	Observe how to write a psychological report based on the psychological test findings (P1)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2						x	x	
CO3		x						x
CO4				x			x	

Course Content and Outcomes

Content	Competencies	Number of Hours
Level 2:		
	1. Notice and attend the application of skills in clinical interviewing (P1, A1) 2. Attend, notice and observe how to do various assessment (A1,P1) 3. Attends to and make an awareness about the rationale of performing assessments (P4, A1) 4. Attend, notice and observe how to write a psychological report (A1, P1) 5. Observe and prepare psycho diagnostic formulation (P2) 6. Observe, notice and attends to case history taking in	156

Content	Competencies	Number of Hours
	school settings (A1, P1) 7. Observe how to write a psychological report based on the psychological test findings (P1)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)					
Learning Strategies		Contact Hours			
Clinic		156			
Total		156			
Assessment Methods					
Formative		Summative			
Viva		Mid Semester/Sessional Exam (Practical)			
Record book		Record book			
Case vignette					
Mapping of Assessment with COs					
Nature of Assessment		CO1	CO2	CO3	CO4
Viva		x	x	x	x
Mid Semester / Sessional Examination		x	x	x	x
Case vignette		x	x	x	x
Record book		x	x	x	x
Feedback Process		Mid-Semester Feedback			
		End-Semester Feedback			
Main Reference		<ul style="list-style-type: none"> Ahuja, N. (2006). A short textbook of psychiatry. New Delhi : Jaypee Bros Carlat, D.J. (2017). The Psychiatric Interview (4th ed). New Delhi: Wolters Kluwer Pvt Ltd World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization. 			
Additional References		<ul style="list-style-type: none"> Manuals of various psychological tests 			

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Dissertation - Phase I						
Course Code		CPY6251						
Academic Year		First						
Semester		II						
Number of Credits		3						
Course Prerequisite		Basic knowledge in Research Methodology and Statistics						
Course Synopsis		1. Facilitate the students in the preparation of their Dissertation proposal. 2. Provide opportunity to apply the knowledge of various research design and statistics.						
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	1. Prepare students to carryout research (P2)							
CO2	2. Identify and conceptualize research question (C3, A1)							
CO3	3. Prepare a research proposal (P2, A4)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2						x	x	
CO3				x		x		

Course Content and Outcomes

Content	Competencies	Number of Hours
Step 1		
Identification of potential research problems	1. Identify the areas of interest in research with discussions with the guide (C3, A1) 2. Narrow down to one area of research through discussion with the supervisor (A2) 3. List the possible research problems in the area of interest (C3)	20
Step 2		
Narrowing down the research problem	1. Review the existing literature on the research problems and identify the research gap and significance of the study (C4). 2. Frame the aims and objectives for the research (C4, A1) 3. Predict the potential implications of the study (C6, A2)	20

Content	Competencies	Number of Hours
Step 3		
Create the research design	1. Evaluate potential methods to meet the objectives of the study. (C5, A3) 2. Determine the sample size through discussions with statisticians 3. Compare various tools/instruments to arrive at the appropriate methodology (C5) 4. Foresee potential obstacles, ethical issues, pragmatic concerns in implementation by visualizing and detailing the procedure 5. Prepare a timeline and a budget for the study	20
Step 4		
Review the research design with experts	1. Present the research design at department level in the presence of experts (C4, A2) 2. Assess various loopholes and blind-spots of the study by receiving constructive feedbacks 3. Alter the research proposal based on the suggestions from the expert committee (C4, A4)	20
Step 5		
Submission of the research proposal and Presenting the research topic to IEC & ISC	1. Prepare the final research proposal to be submitted to the Institutional Ethics/Research Committee 2. Review the components of the proposal with the help of a checklist 3. Run a test for plagiarism and attach the report to the proposal (P2, A4) 4. Presentation of the research proposal in the expert committee meeting (C4, A3)	37

Learning Strategies, Contact Hours and Student Learning Time (SLT)			
Learning Strategies		Contact Hours	
Practical/ Project work		117	
Total		117	
Assessment Methods			
Formative		Summative	
Research log book (Periodic assessment)		Final research proposal	
Viva			
Mapping of Assessment with COs			
Nature of Assessment	CO1	CO2	CO3
Research log book	x		
Viva		x	x
Final research proposal	x	x	x

Feedback Process	Mid-Semester Feedback
	End-Semester Feedback
Main Reference	<ul style="list-style-type: none">• Anastasi, A. (1988). Psychological Testing. Macmillen College.• Singh, A.K. (1986). Tests, Measurements and Research Methods in Behavioral Sciences.
Additional References	<ul style="list-style-type: none">• Stephen Polgar, Shane A. Thomas. (2011). Introduction to Research in the Health Sciences. Elsevier Health Sciences.

SEMESTER - III

COURSE CODE	COURSE TITLE
CPY7101	: Neuropsychology
CPY7102	: Psychotherapy Process
CPY7131	: Clinical Training - III
CPY7151	: Dissertation Phase - II
CPY7141	: Psychology of Wellbeing - Indian Perspectives
CPY7142	Positive Psychology
CPY****	: Program Elective

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Neuropsychology						
Course Code		CPY7101						
Academic Year		Second						
Semester		III						
Number of Credits		4						
Course Prerequisite		Basic knowledge in Cognitive Neuroscience						
Course Synopsis		1. Orient students on the basic anatomy of the brain and provide comprehensive knowledge on about its normal and impaired functions. 2. Familiarizes students about assessment of cognitive functions.						
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Apply the knowledge of Neuropsychology to the field of clinical psychology (C3)							
CO2	Outline the major development and trends in field of Neuropsychology (C2)							
CO3	Categorize the neurons based on structure and function (C4)							
CO4	Categorize the anatomical structure, functions and dysfunction of the brain (C4)							
CO5	Compare the functions and dysfunction and examine the profile of various major psychiatric disorders and discuss their rehabilitation models (C5)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x					x		
CO2			x			x		
CO3	x					x		
CO4			x				x	
CO5		x				x		

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction to Neuro Psychology	1. Explain how Neuropsychology has become a distinct discipline. (C3) 2. Outline the major developments and trends in Neuropsychology and Modern Neuropsychology(C4) 3. Discuss the Relevance of Neuropsychology for Clinical psychology practice discuss whether neuropsychology is part of clinical psychology	3

Content	Competencies	Number of Hours
	or distinct discipline itself. (C5)	
Unit 2 An overview of Nervous System	1. Explain the Primary functions of the nervous system (C2) 2. Describe Basic brain terminology (C2) 3. Identify and distinguish between cortical and sub cortical structures. (C4) 4. Subdivision of nervous system - Somatic nervous system (C4) 5. Subdivision of nervous system -Autonomic nervous system(C4) 6. Discuss the Principles of nervous system functions (C5)	6
Unit 3 Cells of the nervous system	1. Categorise the Neurons and glial cells: based on its structures and functions(C4) 2. Examine the pattern of Communication within neuron (C4) 3. Drawing and labelling the Structure of synapse (C3) 4. Describe the process of Synaptic transmission (C3) 5. Categorise Neurotransmitters based on structure, function and their role in various psychiatric disorders (C4)	5
Unit 4 Frontal Lobe	1. Outline the Anatomy of frontal lobe and describe its subdivisions (C4) 2. Describe the Connections of motor and premotor areas (C3) 3. Discuss the Functions of premotor cortex (C5) 4. Describe the Connections and explain the Functions of prefrontal areas (C3) 5. Compare the Asymmetry and heterogeneity of frontal lobe functions (C2) 6. Determine the anatomical structure, and assessment for the following frontal lobe disturbances: disturbances of motor functions, loss of divergent thinking, Impaired response behavior, inflexibility in behavior, Poor temporal memory, Impaired social and sexual behaviour, Motivation (C5)	7
Unit 5 Temporal lobe	1. Outline the Anatomy, connections and discuss the Functions of the temporal lobe (C4) 2. Describe the Asymmetry of Temporal-Lobe Function (C4) 3. Determine the anatomical structure, and assessment for the following temporal lobe lesions : Disorders of Visual Perception,	6

Content	Competencies	Number of Hours
	Disturbance of Selection of Visual and Auditory Input, Organization and Categorization, Using Contextual Information (C5) 4. Examine the Disorders of Auditory and Music Perception (C4) 5. Classify the different types of Amnesias (C2) 6. Distinguish between Fluent aphasias and Non Fluent aphasias (C4)	
Unit 6 Occipital Lobes	1. Outline the Anatomy, connections and explain the functions of the Occipital Lobes (C4) 2. Discuss the Visual pathways and the functions beyond the occipital lobe (C5) 3. Determine the anatomical structure, and assessment for the following Occipital lobe lesions : (Damage and Blindsight, Damage and Colour, Conscious Color Perception in a Blind Patient Damage and the Perception of Movement (C5) 4. Differentiate between - Apperceptive and Associative Agnosia (C4)	4
Unit 7 Parietal lobes	1. Outline the Anatomy, connections and explain the functions of Parietal lobes (C5) 2. Describe Tactile Agnosias (C2) 3. Determine the anatomical structure, and assessment for the following Neglect Syndromes-- Balint's syndrome, Contralateral Neglect, Spatial Inattention and Gertsman syndrome (C5) 4. Distinguish between different types of Body schema disturbances (C2) 5. Discuss the various Theories of Apraxias (C5) 6. Distinguish between different types of Apraxia. (C4)	4
Unit 8 Neuropsychological assessments	1. Describe the History, Rationale, Goals, scope and psychometric issues in Neuropsychological assessments (C3) 2. Discuss the assessments based on the various cognitive domains from Halstead Reitan, Luria Nebraska and PGI BBD (C5) 3. Outline the various subtests of NIMHANS battery (C4) 4. Explain the Modes of Interpreting NIMHANS neuropsychological assessment (C4)	8
Unit 9 Rehabilitation	1. Explain Neuronal Plasticity and its principles (C2) 2. Describe the Models and theoretical approaches to Cognitive rehabilitation (C2)	3

Content	Competencies	Number of Hours
	3. Discuss the Variables Influencing Outcome in rehabilitation (C5)	
Unit 10 Neuropsychological profile	1. Differentiate the Neuropsychological profile of cortical and subcortical dementia and Cerebrovascular disorders (C4) 2. Discuss the neuropsychological profile of Traumatic head injury and Seizure disorders (C5) 3. Discuss the Neuropsychological profile of Schizophrenia (C5) 4. Discuss the neuropsychological profile of substance abuse disorder (C5) 5. Distinguish between the neuropsychological profile of mood and anxiety disorders (C4) 6. Distinguish Neuropsychological profile of childhood disorders: learning disability, ADHD, autism, (C4)	6

Learning Strategies, Contact Hours and Student Learning Time (SLT)					
Learning Strategies	Contact Hours	Student Learning Time (SLT)			
Lecture	17	34			
Presentation	22	44			
Small group discussion (SGD)	3	6			
Self-directed learning (SDL)	6	12			
Case Based Learning (CBL)	4	8			
Total	52	104			
Assessment Methods					
Formative		Summative			
Quiz		Mid Semester/Sessional Exam (Theory)			
Assignments/presentations		End Semester/Sessional Exam (Theory)			
Mapping of Assessment with Cos					
Nature of Assessment	CO1	CO2	CO3	CO4	CO5
Mid Semester / Sessional Examination	x	x	x	x	
Quiz			x	x	x
Assignment/presentations	x	x	x	x	x
End Semester/Sessional Exam	x	x	x	x	x
Feedback Process		Mid-Semester Feedback			
		End-Semester Feedback			
Main Reference		<ul style="list-style-type: none"> Darby, D, & Walsh, K (2005). Neuropsychology: A clinical approach, 5th Ed. Churchill Livingstone Kalat J.W. (2009). Biological Psychology. Wadsworth publishers Belmont CA. Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of 			

	<p>human neuropsychology. New York, NY: Worth Publishers.</p> <ul style="list-style-type: none"> • Lezak, M. D., Howieson, D. B, & Loring, D.W. (2004). Neuropsychological Assessment, 4th ed. NY, NY: Oxford University Press. • Strauss, E., Sherman, E.M.S. & Spreen, Otfried (2006). A Compendium of Neuropsychological Tests: Administration, Norms and Commentary (3rd Eds). NY, NY: Oxford University Press. • Strub, R.L., & Black, F.W. (2000). The Mental Status Examination in Neurology (4th Ed.). Philadelphia, PN: F.A. Davis Company. • 7. Zillmer, E.A. (2008). Principles of Neuropsychology. Belmont, CA: Thomson Wadsworth Publishers.
<p>Additional References</p>	<ul style="list-style-type: none"> • Bhuiyan, P.S; Rajgopal , I.; Shyamkishore K. (2018) Inderbir Singh's Textbook of HUMAN NEUROANATOMY. New Delhi Jaypee Brothers Medical Publishers (P) Ltd • 2.Snyder P.J. (2006) .Clinical neuropsychology : a pocket handbook for assessment. Washington, DC. American Psychological Association.

Manipal College of Health Professions								
Name of the Department	Clinical Psychology							
Name of the Program	M.Sc.in Clinical Psychology							
Course Title	Psychotherapy Process							
Course Code	CPY7102							
Academic Year	Second							
Semester	III							
Number of Credits	4							
Course Prerequisite	Basic knowledge in Psychiatry							
Course Synopsis	1. Understand important concepts in psychotherapy process and various therapy variables 2. Gain understanding about mechanism of change in psychotherapy 3. Orient to ethical aspects of psychotherapy							
Course Outcomes (COs)								
At the end of the course student shall be able to:								
CO1	Discover the processes involved in psychotherapy (C4)							
CO2	Determine various aspects of clinical interviewing (C5)							
CO3	Analyse role of therapeutic relationship (C4)							
CO4	Identify the importance of ethics and research in psychotherapy (C3)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1		x					x	
CO2	x				x			
CO3	x						x	
CO4			x	x				

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction to psychotherapy and counselling	1. Examine Historical Context of Counseling and Psychotherapy (C4) 2. Analyse Ethical Essentials (C4) 3. Evaluate The Scientific Context of Counseling and Psychotherapy (C5) 4. Compare outcome and process research in psychotherapy (C4)	5
Unit 2 Phases of Psychotherapy	1. Explain Initial phase- collecting data, evaluating problems and person, making therapy plan (C5) 2. List practical arrangements and Important don'ts in interview (C4) 3. Explain Middle phase- Use of therapeutic interviewing (C5)	7

Content	Competencies	Number of Hours
	4. Explain the process of Inculcating insight through interpretation (C5) 5. Explain the process of Translating insight into action (C5) 6. Examine The working through process (C4) 7. Identify the Goals and problems in termination (C3)	
Unit 3 Clinical interviewing	1. Inspect aspects of Clinical Interviewing: (relationship, motivation, collaborative goal setting, therapist as an expert, client as an expert ,self awareness, physical setting of the interview room) (C4) 2. Importance of Professional and Ethical Issues in clinical interview (C5)	2
Unit 4 Listening- Basic Attending, Listening, and Action Skills	1. Determine the importance of Attending Behaviour (C5) 2. Model various attending behaviour (C3) 3. Determine the importance of nondirective listening behaviour (C5) 4. Model various non directive listening behaviours (C3) 5. Determine the importance of directive listening behaviour (C5) 6. Model various directive listening behaviour (C3)	6
Unit 5 Directives: Questions and Action Skills	1. Examine the importance of general questions in therapy (C5) 2. Examine the use of Theory based and therapeutic questions in clinical interview (C5) 3. Examine the use of Directive Interviewing Techniques (C5) 4. Model various general questions in therapy (C3) 5. Model various Theory based and therapeutic questions in clinical interview (C3) 6. Model various Directive Interviewing Techniques (C3) 7. List the Guidelines for using general questions and their benefits and liabilities (C4) 8. Inspect the Impact of theory based questions in therapy (C4) 9. Inspect the impact of directive techniques in therapy (C4)	9

Content	Competencies	Number of Hours
Unit 6 Interview Process	<ol style="list-style-type: none"> 1. List the components of Structural Models of interview -Opening, body, closure and termination of interview (C4) 2. List the Objectives of Intake Interview (C4) 3. Determine Factors Affecting Intake Interview Procedures (C5) 	2
Unit 7 Relationship in therapy	<ol style="list-style-type: none"> 1. Examine transference: the Psychodynamic perspective (C4) 2. Examine counter transference: the Psychodynamic perspective (C4) 3. Examine the process of establishing working relationship: needs of patient, therapist, multiple roles of therapist (C4) 4. Examine the process of Building a therapeutic relationship (C4) 5. List the Signs of working relationship (C4) 6. Analyse the Resistance to working relationship (C4) 7. Analyse Working with transference and counter transference (C4) 8. Explain Rogerian Influence of Relationship in therapy (C5) 9. Assess the Theoretical- and Evidence-Based Concepts – Bordin, Lubrosky, Norcross (C5) 10. Identify the factors influencing relationship - client and therapist variables (C3) 	8
Unit 8 Resistance	<ol style="list-style-type: none"> 1. Analyse resistance in psychotherapy (C4) 2. List the ways of handling resistance (C4) 3. Explain need for working through resistance (C5) 	2
Unit 9 Psychotherapy contract	<ol style="list-style-type: none"> 1. Examine the Need and content of contracts (C4) 2. Inspect Types of contracts: Outcome-Focused Contracts and Process Contracts (C4) 3. Model Contracts with suicidal and violent patients (C5) 	3
Unit 10 Psychotherapy formulation	<ol style="list-style-type: none"> 1. List the purpose and Methods of constructing a formulation (C4) 2. Explain Perry and Summers Psychodynamic formulation (C5) 3. Explain Cabanis dynamic model (C5) 4. Make use of Perry and Summers Psychodynamic formulation (C3) 5. Make use of Cabanis dynamic model (C3) 	5

Content	Competencies	Number of Hours
Unit 11 Components of Psychotherapeutic Change	1. Explain psychotherapeutic change and change mechanisms (C5) 2. Identify Therapist variables, client and relational variables (C3) 3. List Common and unique factors in psychotherapy change (C4)	3

Learning Strategies, Contact Hours and Student Learning Time (SLT):				
Learning Strategies	Contact Hours	Student Learning Time (SLT)		
Lecture	30	60		
Seminar	9	18		
Small group discussion (SGD)	4	8		
Role play	7	14		
Case Based Learning (CBL)	2	4		
Total	52	104		
Assessment Methods				
Formative		Summative		
Quiz		Mid Semester/Sessional Exam		
		End Semester Exam		
		Viva		
Mapping of Assessment with COs				
Nature of Assessment	CO1	CO2	CO3	CO4
Mid Semester / Sessional Examination 1	x	x	x	x
Viva	x	x	x	x
Quiz	x	x	x	x
End Semester Exam	x	x	x	x
Feedback Process		Mid-Semester Feedback		
		End-Semester Feedback		
Main Reference		<ul style="list-style-type: none"> Sommers-Flanagan, J., & Sommers-Flanagan, R. (2003). Clinical interviewing. New York: Wiley. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). Counseling and psychotherapy theories in context and practice (3rd ed.). Wolberg, L. R. (1988). The technique of psychotherapy, Parts 1 & 2 (4th ed.). Grune & Stratton, Inc/Harcourt, Bra. 		
Additional References		<ul style="list-style-type: none"> Kazdin, A. E. (2007). Mediators and mechanisms of change in psychotherapy research. Annu. Rev. Clin. Psychol., 3, 1-27. Giacomantonio, G. (2013). On the role of theory and models of change in psychotherapy research. Psychotherapy in Australia, 19(2), 18. 		

	<ul style="list-style-type: none">• Greenson, R.(1967) The technique and Practice of Psychoanalysis .London : Hogarth Press• Heatherington, L., & Eyre, S. (2002). Handbook of Psychological Change: Psychotherapy Processes and Practices for the 21st Century. <i>Psychiatric Services</i>, 53(8), 1036-1036.• Leiper, R., & Kent, R. (2001). Working through Setbacks in Psychotherapy: crisis, Impasse and relapse. Sage.• Sills, C. (Ed.). (2006). <i>Contracts in Counselling & Psychotherapy</i>. Pine Forge Press.• Comer, J. S., & Kendall, P. C. (Eds.). (2013). <i>The Oxford handbook of research strategies for clinical psychology</i>. Oxford University Press.• Eells, T. D. (Ed.). (2011). <i>Handbook of psychotherapy case formulation</i>. Guilford Press. Gelo, O., Pritz, A., & Rieken, B. (2016). <i>Psychotherapy Research</i>. SPRINGER Verlag GMBH.
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Manipal College of Health Professions								
Name of the Department	Clinical Psychology							
Name of the Program	M.Sc Psychology							
Course Title	Clinical Training - III							
Course Code	CPY7131							
Academic Year	Second							
Semester	III							
Number of Credits	4							
Course Prerequisite	Basic knowledge in Psychiatry and Psychological Testing							
Course Synopsis	Introduces students to observe various psychological interventions							
Course Outcomes (COs)								
At the end of the course student shall be able to:								
CO1	Observe necessary clinical skills needed to perform Clinical interview and case history taking (P1)							
CO2	Attends to and notice skills to perform cognitive and personality assessment (A1, P1)							
CO3	Attend to and notice skills to prepare a suitable psychotherapeutic formulation (A1, P2)							
CO4	Attend to and observe various psychological interventions (A1,P1)							
CO5	Understand the changes that occur in the patient during the psychotherapeutic process (C3)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2						x	x	
CO3		x			x			
CO4	x			x				
CO5	x							x

Course Content and Outcomes

Content	Competencies	Number of Hours
Level 3		
	1. Notice and attend the application of skills in clinical interviewing and case history taking and recording in a structured format (P1, A1) 2. Attend, notice and observe how to do various assessment and interpretation of results and documentation (A1,P1) 3. Attends to and makes an awareness about the rationale of performing assessments (P4, A1) 4. Attend, notice and observe how to write a	156

Content	Competencies	Number of Hours
	psychological report (A1, P1) 5. Observe and prepare psycho diagnostic formulation (P2) 6. Observe, notice and attends to case history taking in clinical settings (A1, P1) 7. Attend to and observe various psychological interventions. (A1,P1)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)						
Learning Strategies		Contact Hours				
Clinic		156				
Total		156				
Assessment Methods						
Formative		Summative				
Viva		Mid Semester/Sessional Exam (Practical)				
Record book		Viva				
Case vignette		Record book				
Mapping of Assessment with Cos						
Nature of Assessment		CO1	CO2	CO3	CO4	CO5
Viva		X	X	X	X	X
Mid Semester / Sessional Examination		X	X	X	X	X
Case vignette		X	X	X	X	X
Record book		X	X	X	X	X
Feedback Process		Mid-Semester Feedback				
		End-Semester Feedback				
Main Reference		1. Ahuja, N. (2006). A short textbook of psychiatry. New Delhi : Jaypee Bros 2. Carlat, D.J. (2017). The Psychiatric Interview (4th ed). New Delhi: Wolters Kluwer Pvt Ltd 3. World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.				
Additional References		1. Manuals of various psychological tests				

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Dissertation - Phase II						
Course Code		CPY6251						
Academic Year		Second						
Semester		III						
Number of Credits		4						
Course Prerequisite		Having basic knowledge on sampling and data collection						
Course Synopsis		1. This course provides the knowledge on data collection and analysis. 2. Provide opportunity to apply the knowledge of various research design and statistics.						
Course Outcomes (COs)								
At the end of the course student shall be able to:								
CO1	Demonstrate the ability to initiate writing the chapters on introduction and methodology							
CO2	Collection ,organizing and synthesis of existing literatures in the field of area of study							
CO3	Initiate data collection							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1						x	x	
CO2					x	x		
CO3				x	x			

Course Content and Outcomes

Content	Competencies	Number of Hours
Step 6		
Writing the introduction and methodology chapter	Organize the chapters on introduction and methodology (C3)	46
Step 7		
Structuring the review of literature	1.categorise the literature review's based on themes (C4) 2. Analyzing the patterns, turning points and key debates that have shaped the direction of the field. (C4) 3. Interpretation of the developments in the field.(C5)	60

Content	Competencies	Number of Hours
	4. Combine various theoretical concepts to create a framework for your research.(C6)	
Step 8		
Planning the data collection	1. Prepare and proceed with the data collection procedures (P2) 2. Organize the collected data (P4)	50

Learning Strategies, Contact Hours and Student Learning Time (SLT)			
Learning Strategies	Contact Hours		
Practical/ Project work	156		
Total	156		
Assessment Methods			
Formative		Summative	
Research log book (Periodic assessment)		Final research chapters	
Viva			
Mapping of Assessment with COs			
Nature of Assessment	CO1	CO2	CO3
Research log book	x		
Viva		x	x
Final research Chapters	x	x	x
Feedback Process	Mid-Semester Feedback		
	End-Semester Feedback		
Main Reference	<ul style="list-style-type: none"> Anastasi, A. (1988).Psychological Testing. Macmillen College. Singh, A.K. (1986).Tests, Measurements and Research Methods in Behavioral Sciences. 		
Additional References	<ul style="list-style-type: none"> Stephen Polgar, Shane A. Thomas. (2011). Introduction to Research in the Health Sciences. Elsevier Health Sciences. 		

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		MSc in Clinical Psychology						
Course Title		Psychology of Well-being- Indian Perspectives						
Course Code		CPY7141						
Academic Year		Second						
Semester		III						
Number of Credits		3						
Course Prerequisite		Basic knowledge about General Psychology						
Course Synopsis		1. Orients students to the basic concepts of Yoga and Ayurveda 2. Enables students to understand how Yoga and Ayurveda promotes and maintains health and wellbeing.						
Course Outcomes (COs)								
At the end of the course student shall be able to:								
CO1	Explain the basic concepts of Yoga and various asanas to promote health (C2)							
CO2	Outline the basic concepts of Ayurveda and philosophical foundations of Manas(C2)							
CO3	Explain the Psychological disorders from Ayurvedic perspective (C2)							
CO4	Examine the role of Ayurvedic techniques in the management of Psychological disorders (C4)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2	x						x	
CO3	x						x	
CO4	x						x	

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction to yoga	1. Explain the basic concepts and misconcepts in yoga (C2) 2. Summarize the history of yoga (C2) 3. Outline the concepts of Ashtanga Yoga (C2)	6
Unit 2 Theory and demonstration	1. Describe the various asanas in yoga (C2) 2. Recall the various asanas from the demonstration made in class (C1) (Swastikasana, Vajrasana; Suptavajrasana,	13

Content	Competencies	Number of Hours
	Trikonasana; Parshwakonasana, Paschimottanasana, Purvottanasana; Marichasana 1, Janushirshasana; Pavanamuktasana, Bhujangasana; Dhanurasana, Vakrasana, Padottanasana; Anuloma viloma, Suryabhedana, Sitkari; Shavasana 1; Shavasana 0)	
Unit 3 Basics of Ayurveda	<ol style="list-style-type: none"> 1. What is Ayurveda? Summarize Saphadhatu and srotases as the basic concepts of the field (C2) 2. Explain the concept of Tridosha in Ayurveda (C2) 3. Identify the importance of Triguna theory (C3) 4. Summarize the concept of Swasthya (C2) 5. Explain the evolution of Universe as mentioned in Ayurveda (C2) 6. Define Prakruthi. Explain its constitutional types(C2) 7. Apply the aspect of Prakruthi in understanding mind (C3) 8. Outline the concept of Kaya(C2) 	9
Unit 4 The philosophical foundations of Ayurvedic concept of Manas	<ol style="list-style-type: none"> 1. Define Manas. Examine its etymology, site and Manovaha srotas (C4) 2. Outline the Lakshanas Guna and functions of Manas (C2) 3. Summarize mano vishaya (Dhi, Dhriti &, Smriti) as faculties of Manas (C2) 4. Outline the importance of mental health (C2) 5. Explain the methods to promote and maintain good mental health (C2) 6. Summarize the concept of Sadvritta and Achara Rasayana (C2) 	5
Unit 5 Psychological disorders in Ayurveda	<ol style="list-style-type: none"> 1. Explain the Common causes of Manasika roga [psychological disorders] (C2) 2. Describe the common symptoms of psychological disorders as per Ayurveda; (C2) 3. Differentiate the various psychological – psychosomatic diseases enumerated, and explained in Ayurveda. [Jwara, Atisara etc.] (C4) 4. Explain the clinical understanding of the disease Unmada (C2) 5. Explain the clinical understanding of the diseases Apasmara, Atattvabhinivesha; (C2) 6. Explain the clinical understanding of the diseases Gadodvega , psychosomatic diseases 	6

Content	Competencies	Number of Hours
	of old age etc. (C2)	
Unit 6 Principles of treatment of Psychological Diseases in Ayurveda	1. Examine the common line of management of psychological diseases in Ayurveda (C4) 2. Explain the description of Daiva vyapashraya, Yukti vyapashraya, Satvavajaya chikitsa of psychological disorders; (C2) 3. Examine the role of Panchakarma in psychological diseases and its preventive, promotive and curative perspectives (C4) 4. Examine the role of Vamana , Virechana and Basti karma in the management of Psychological disorders (C4) 5. Examine the role of Nasyakarma and Raktamokshana in Psychological disorders (C4) 6. Explain the clinical utility and mode of action of Shirodhara/ Takradhara (C2) 7. Summarize the Ayurvedic concept of food and its influence on mind. (C2)	6
Unit 7 Theory and demonstration	1. Demonstrate the benefits and procedures of Shiroabhyanga /Padabhyanga; (C2) 2. Demonstrate the benefits and procedure of Shirodhara/ takradhara; (C2) 3. Demonstrate the benefits and procedure of Shiropichu/ shirolepa; (C2) 4. Demonstrate the benefits and procedure of administering Nasyakarma (C2)	4

Learning Strategies, Contact Hours and Student Learning Time (SLT)				
Learning Strategies	Contact Hours	Student Learning Time (SLT)		
Lecture	22	44		
Other (Demonstration)	17	34		
Total	39	78		
Assessment Methods				
Formative	Summative			
Quiz	Mid Semester/Sessional Exam (Theory)			
Assignments	End Semester/Sessional Exam (Theory)			
Mapping of Assessment with COs				
Nature of Assessment	CO1	CO2	CO3	CO4
Quiz	x		x	
Assignment		x		x
Mid Semester / Sessional Examination	x	x	x	
End Semester /Sessional Exam	x	x	x	x
Feedback Process	Mid-Semester Feedback			
	End-Semester Feedback			

Main Reference	<p>Reference Books: (YOGA)</p> <ol style="list-style-type: none"> 1. Aranya, H. (2000). Yoga Philosophy of Patanjali. Calcutta: Calcutta University Press 2. Gharote M.L. (1997). Gheranda Samhita. Lonavla: Kaivalyadhama SMYM Samiti 3. Iyenger B.K.S. (1966). Light on Yoga. London: Harper Collins Publishers 4. Jois, K.P. (2010) Yoga Mala. New York: North Point Press 5. Muktibhodhananda, S.(1998). Hathayoga Pradipika- Light on Hatha Yoga. Bihar School of Yoga 6. Vivekananda, S. (2012) Raja Yoga. Delhi: Bharatiya Kala Prakashan 7. Woodroffe, J. (1974). The Serpent Power. USA: Dover Publications <p>Reference Books: (AYURVEDA)</p> <ol style="list-style-type: none"> 1. Related matter of Charak, Sushrut and Vagbhata and other ancient texts with commentaries 2. Yogesh Chandra Mishra, (2005). Padartha Vijnana: Basic Principles of Ayurveda. ISBN: 8186937552 3. A.R.V.Murthy, (2004). The Mind in Ayurveda and other Indian Traditions. Chaukhamba Sanskrit Pratishthan; 2004 edition. 4. Satyapal Gupta, (2000). Psychopathology in Indian medicine. Chaukhamba Sanskrit Pratishthan; 2000 edition. 5. R.H. Singh, (2009). Body Mind Spirit: Integrative Medicine in Ayurveda, Yoga and Nature Cure. Chaukhamba Surbharti Prakashan; First edition. 6. A.R.V. Murthy. (2009). Rationale of Ayurvedic Psychiatry (Foundational Concepts, Traditional Practices and Recent Advances). Chaukhamba Orientalia. 7. Ram Harsh Singh, (2000). Foundations of contemporary Yoga and Yoga Therapy. ISBN: 8170840759 8. Acharya vidhyadhar Shukla (2013), Kayachikitsa – Part 3. Chaukhamba Surbharati prakashan 9. Acharya Shrinivasa(2006), Panchakarma Illustrated . Chaukhamba Sanskrit Pratisthan Unified Dimensions of Ayurvedic Medicine - Dr. J.S. Tripathi 10. Bhatia M S. (2010). Essential of Psychiatry. CBS Publishers & Distributors Pvt Limited. 11. David Frawley, (1997). Ayurveda and the Mind: The Healing of Consciousness. Lotus Press; 1st edition. 12. Govind Prasad upadhyaya (2009) Ayurvediya Manasa roga chikitsa . Chaukhamba Sanskrit Pratisthan
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Manipal College of Health Professions	
Name of the Department	Department of Clinical Psychology
Name of the Program	M.Sc. in Clinical Psychology
Course Title	Positive Psychology
Course Code	CPY7142
Academic Year	Second
Semester	III
Number of Credits	3
Course Prerequisite	Basic knowledge about General Psychology
Course Synopsis	1. Provide students with an introduction to conceptual approaches related to wellbeing 2. Helps in understanding of fundamental ideas that can radically change the way we relate to ourselves 3. Familiarizes students with application of positive psychology techniques in various setup

Course Outcomes (COs)

At the end of the course student shall be able to:

CO1	Explain the fundamental understanding of wellbeing and happiness in the context of positive psychology (C5)
CO2	Describe the ways in which positive emotions and resilience can be built (C2)
CO3	Identify the key virtues and character strengths which facilitate happiness and self development (C3)
CO4	Apply the techniques of self regulation and self control (C3)
CO5	Develop and understanding about application of positive psychology principles in various domains (C3)

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2						x	x	
CO3	x					x		
CO4			x				x	
CO5						x	x	

Course Content and Outcomes

Content	Competencies	Number of hours
Unit 1: Introduction to positive psychology	1. Critically analyse the theoretical Assumptions and goals of positive psychology.(C4) 2. Compare Western and Eastern View of Positive Psychology. (C4) 3. Classify and Measure the development of	4

Content	Competencies	Number of hours
	Human Strengths and its Positive outcomes.(C4) 4. Explain the Research methods in Positive Psychology (C5)	
Unit 2: Happiness	1. Examine the causes of happiness and wellbeing(C5) 2. Compare hedonic and Eudemonic views of happiness. (C5) 3. Assess the importance of Self-realization and Subjective well-being.(C5) 4. Explain the impact of Happiness on creativity, productivity and longevity, (C5) 5. Compare the Happiness across the life span (C5) 6. Explain various factors that determine happiness (Gender, marriage, Culture and economics) (C5) 7. Describe and elaborate the obstacles to happiness.(C2)	5
Unit 3: Positive Emotion and Cognitive states	1. Examine Positive emotions and ways to cultivating positive emotion and its influence on health and wellbeing (C4) 2. Determine the role of Motivation and goals on positive emotions (Universal human motives Materialism and its discontents) (C5) 3. Evaluate signature strengths and various postulates (subjective wellbeing; optimism and hope, Self-efficacy; wisdom courage and faith.) (C5)	3
Unit 4: Resilience	1. Examine the developmental perspective of resilience(C4) 2. Support the role of resilience in Clinical settings.(C5) 3. Assess the current status of resilience research (C5) 4. Develop a case of Post traumatic growth (C3)	4
Unit 5: Flow	1. Evaluate the intrinsic motivation and the self-determination continuum (C5) 2. Analyze the significance of Reversal theory for intrinsically motivated actions. (C4) 3. Evaluate the characteristics and conditions that lead to flow experiences. (C5) 4. Interpret the implications of research on intrinsic motivation, reversal theory, signature strengths, and flow for enhancing subjective well-being. (C5)	4
Unit 6: Self-Regulation	1. Examine the concept of self-regulation & Self-control and value of self –control(C4)	3

Content	Competencies	Number of hours
and Self - Control	2. Evaluate the purpose and steps for Self-regulation (C5) 3. Interpret the failure in self-control (C5)	
Unit 7: Promoting Positive Relationship	1. Estimate the role of Self, consciousness and mindfulness in promoting positive relationships(C5) 2. Examine the Positive personal traits of humor, Friendship and Romantic Love (C4) 3. Explain the types of Love (C5) 4. Measure the Positive coping strategies (C5) 5. Classify of human virtues(C4) 6. Compare and contrast between Religion , Spirituality and Virtue.(C4)	5
Unit 8: Positive Psychology at Work	1. Examine the nature of Positive workplaces and assess their communication and leadership (C4) 2. Justify the use of Micro-Decision-Making at workplace (C5) 3. Explain the role of emotions and other factors in Decision-Making (C5)	3
Unit 9: Positive Psychology in Clinical Setting	1. Evaluate the application of Mindfulness meditation for Stress management (C5) 2. Defend the use of mindfulness in Psychotherapy (C5) 3. Justify Positive Neuropsychology- in coping with neurological disorders and life span(C5) 4. Recommend Technologies for Health Assessment, Promotion, and Assistance; synthesis and future directions. (C5)	4
Unit 10: Positive psychology in School Setting	1. Support Positive Psychology in Academic Motivation, satisfaction and adjustment (C5) 2. Recommend the use of positive technology in facilitating Creativity, Empathy, Prosocial Behavior and Discipline (C5) 3. Develop a Positive and Optimal flow in Schools using methods in Positive Psychology (C3) 4. Determine the effectiveness of using Positive Psychology for students with Intellectual Disabilities.(C5)	4

Learning Strategies, Contact Hours and Student Learning Time (SLT)

Learning Strategies	Contact Hours	Student Learning Time (SLT)
Lecture	13	26
Seminar	13	26
Small Group Discussion (SGD)	4	8
Self-directed learning (SDL)	3	6

Learning Strategies	Contact Hours	Student Learning Time (SLT)				
Problem Based Learning (PBL)	3	6				
Case Based Learning (CBL)	3	6				
Total	39	78				
Assessment Methods						
Formative		Summative				
Quiz		Mid Sessional Exam (theory / practical)				
		End Semester Exam				
Mapping of Assessment with COs						
Nature of Assessment	CO1	CO2	CO3	CO4	CO5	CO6
Mid Sessional Examination	x	x	x			
Quiz	x	x	x	x	x	x
End Semester Exam	x	x	x	x	x	x
Feedback Process	Mid-Semester Feedback					
	End-Semester Feedback					
Main Reference	1. Baumgardner, S.R & Crothers, M.K.(2009). Positive Psychology. U.P: Dorling Kindersley Pvt Ltd 2. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge. 3. Gilman, R., Huebner, E., & Furlong, M. (2009). Handbook of positive psychology in schools. New York, N.Y.: Routledge 4. Lewis, S. (2011). Positive psychology at work. Chichester: Wiley-Blackwell. 5. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press					
Additional References	1. Burns, G.W. (2010). Happiness, healing, enhancement: your casebook collection for applying positive. John Wiley & Sons, Inc. 2. Randolph, J., (2013). Positive Neuropsychology Evidence-Based Perspectives on Promoting Cognitive Health. Springer 3. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt Ltd.					

SEMESTER - IV

COURSE CODE	:	COURSE TITLE
CPY7201	:	Cognitive Behavior Therapy
CPY7202	:	Types of Psychotherapy
CPY7231	:	Clinical Training - IV
CPY7251	:	Dissertation - Phase - III

Manipal College of Health Professions								
Name of the Department	Clinical Psychology							
Name of the Program	M.Sc.in Clinical Psychology							
Course Title	Cognitive Behaviour Therapy							
Course Code	CPY7201							
Academic Year	Second							
Semester	IV							
Number of Credits	4							
Course Prerequisite	Basic knowledge about Cognitive and Behavioral theories in Psychology							
Course Synopsis	1. Orients students to concepts and theories of Behavior Modification/Behavior Therapy and Cognitive Behaviour Therapy 2. Familiarize the students in the processes involved in behaviour modification and cognitive behaviour therapy 3. Develop initial skills in applying behavioural and cognitive behavioural techniques and strategies.							
Course Outcomes (COs):								
At the end of the course student shall be able to								
CO1	Analyse theories and theoretical assumptions associated with cognitive-behavioral therapy (C4)							
CO2	Appraise behavioural and cognitive behavioural strategies for clinical problems (C5)							
CO3	Apply behavioural and cognitive behavioural models and techniques to construct plans for assessments and treatment of sample therapy cases (C3)							
CO4	Examine the importance of ethics and research in behaviour therapy and cognitive behaviour therapy(C4)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x			x				
CO2	x	x						
CO3				x			x	
CO4			x	x				

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Principles of behaviour therapy	1. Examine learning theories (C4) 2. Identify Principles of classical conditioning, operant conditioning, and social learning (C3) 3. Classify Reinforcement and schedules of learning (C4)	3

Content	Competencies	Number of Hours
Unit 2 Behaviour assessment	<ol style="list-style-type: none"> 1. Explain Behavioural Assessment (C5) 2. Appraise various Methods of behaviour assessment: Checklists, self-assessment, and direct behavioural observation (Event recording, duration recording, latency recording, interval sampling) (C5) 3. Explain Kanfer and Saslow format for assessment (C5) 	3
Unit 3 Procedures to establish new behaviour	<ol style="list-style-type: none"> 1. Explain Shaping and its steps (C5) 2. Apply steps of shaping (C3) 3. Explain Prompting, types of prompts, Fading and transfer of stimulus control: applications (C5) 4. Explain Chaining: task analysis, types, application (C5) 5. Explain Behaviour skills training procedure: modelling, instruction, rehearsal, feedback, generalisation after skills training and Application (C5) 	5
Unit 4 Procedures to increase desirable behaviour and decrease undesirable behaviour	<ol style="list-style-type: none"> 1. Explain Extinction and application (C5) 2. Explain differential reinforcement: alternate behaviour, other behaviour, low rates of responding and (C5) 3. Apply differential reinforcement (C3) 4. Examine antecedent control procedures and its application (C4) 5. Explain Punishment: time out, types of time out, and response cost (C5) 6. Explain Positive punishment procedures: over correction, Contingent Exercise, Guided Compliance (C5) 7. Apply punishment strategies (C3) 8. Analyse Ethics of punishment (C4) 	8
Unit 5 Other Behaviour change procedures	<ol style="list-style-type: none"> 1. Explain Self-management: steps and application (C5) 2. Analyse Habit reversal: steps and applications (C4) 3. Examine Token economy: steps and applications (C4) 4. Explain Behavioural contracts: components, types and application (C5) 5. Examine Biofeedback: Type and application (C4) 	5
Unit 6 Relaxation procedures	<ol style="list-style-type: none"> 1. Explain Relaxation training: Progressive muscle relaxation, diaphragmatic breathing, attention focusing exercise, behavioural 	2

Content	Competencies	Number of Hours
	relaxation training (C5) 2. Apply relaxation procedures: diaphragmatic breathing, progressive muscle relaxation (C3)	
Unit 7 Anxiety and fear reduction procedures	1. Explain Exposure therapy: paradigms and modes (C5) 2. Explain Systematic desensitization training: steps (C5) 3. Apply Systematic desensitization (C3) 4. Examine Flooding: Imaginal and In vivo (C4)	5
Unit 8 Cognitive behaviour therapy	1. List Principles of CBT (Judith Beck) and Levels of cognition (C4) 2. Inspect Characteristic cognitions in specific problems: depression, anxiety, anger (C4) 3. Analyse Distinctive characteristics of CBT: collaboration, structure, active engagement, time limited, brief, empirical, problem oriented, guided discovery, behavioural methods, in vivo work, summaries, feedback (C4) 4. Explain Formulation and assessment (C5)	6
Unit 9 Techniques of CBT	1. Explain Socratic method (C5) 2. List Cognitive techniques- presenting rationale for cognitive work, identifying cognitions, distraction, identifying biases, appraising automatic thoughts and images, developing new perspectives, testing automatic thoughts and images, modifying core beliefs (C4) 3. Examine Behavioural experiments: types, planning and implementing (C4) 4. Analyse Behavioural activation (C4) 5. List Physical techniques: relaxation, physical exercise, applied tension (C4)	6
Unit 10 Course of the therapy	1. List Structure of the session: General structure: agenda setting, self-monitoring, dealing with setbacks, updating the formulation (C4) 2. List Course of therapy: early stages, later sessions, ending therapy and relapse prevention (C4)	2
Unit 11 New generation cognitive behaviour therapies	1. Examine Dialectical Behaviour therapy (C4) Examine Metacognitive therapies (C4) 2. Examine Acceptance and commitment Therapy (C4) Explain mindfulness-based therapies-MBSR	7

Content	Competencies	Number of Hours
	and MBCT (C5) 3. Apply mindfulness practice (C3) 4. Identify Emerging trends in CBT (C3)	

Learning Strategies, Contact Hours and Student Learning Time (SLT)				
Learning Strategies	Contact Hours	Student Learning Time (SLT)		
Lecture	29	58		
Presentation	10	20		
Small group discussion (SGD)	4	8		
Self-directed learning (SDL)	2	4		
Case Based Learning (CBL)	5	10		
Other (role play)	2	4		
Total	52	104		
Assessment Methods				
Formative		Summative		
Quiz		Mid Semester/Sessional Exam (Theory)		
Assignments/presentations		End Semester/Sessional Exam (Theory)		
Mapping of Assessment with Cos				
Nature of Assessment	CO1	CO2	CO3	CO4
Mid Semester / Sessional Examination	x	x	x	x
Quiz	x	x	x	x
Assignment/presentations	x	x	x	x
End semester exam	x	x	x	x
Feedback Process	Mid-Semester Feedback			
	End-Semester Feedback			
Main Reference	1. Kennerley, H., Kirk, J., & Westbrook, D. (2016). An introduction to cognitive behaviour therapy: Skills and applications. Sage 2. Miltenberger, R. (2011). <i>Behavior modification: Principles and procedures</i> . Nelson Education.			
Additional References	1. Beck, J. S., & Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond. New York. NY: Guilford. 2. Spiegler, M. D. (2015). <i>Contemporary behavior therapy</i> . Nelson Education			

Manipal College of Health Professions								
Name of the Department	Clinical psychology							
Name of the Program	MSc in Clinical Psychology							
Course Title	Types of psychotherapy							
Course Code	CPY7202							
Academic Year	Second							
Semester	IV							
Number of Credits	4							
Course Prerequisite	Basic knowledge in Psychiatry and Psychotherapy Process							
Course Synopsis	1. Orient students to various psychological interventions and their theoretical underpinnings. 2. Familiarizes students with the basic principles, mechanisms and applications of these psychotherapies.							
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Identify the basic principles of various psychotherapies (C3)							
CO2	Examine the steps in implementing various psychotherapies (C4)							
CO3	Justify the application of various techniques in psychotherapy (C5)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x						x	
CO2				x			x	
CO3	x						x	

Course Content and Outcomes

Content	Competencies	Number of Hours
Unit 1 Introduction to psychotherapies	1. Examine Wolberg's definition of psychotherapy, (C4) 2. List the objectives of psychotherapy (C4) 3. Compare the types of psychotherapy (supportive, re-educative, and reconstructive). (C4) 4. Distinguish between psychotherapy and counselling (C4) 5. List the basic ingredients and principles of psychotherapy (C4) 6. List the indications and contraindications of psychotherapy, (C4) 7. Identify the selection criteria of clients for psychotherapy (C3)	4
Unit 2 Psychodynamic	1. Explain the principles of psychodynamic psychotherapy (C5)	10

Content	Competencies	Number of Hours
psychotherapy	<ol style="list-style-type: none"> 2. List the Indications, contra indications of psychoanalytic psychotherapy (C4) 3. Examine the need and significance of trial analysis in psychoanalytic psychotherapy(C4) 4. Explain the therapeutic processes in psychoanalysis(resistance, transference and countertransference)(C5) 5. Explain the therapeutic techniques in psychoanalysis(free association, dream interpretation, resistance analysis, analysis of transference, confrontation, clarification, interpretation, working through) (C5) 6. Explain Ego psychology;Object relations and Self-psychology (C5) 7. Explain termination in Psychoanalytic psychotherapies (C5) 8. List the characteristics of short term dynamic psychotherapies (C4) 9. Explain the selection criteria for short term dynamic psychotherapies (C5) 10. Classify short term dynamic psychotherapies(C4) 11. List the indications and contraindications for short term dynamic psychotherapies(C4) 12. Explain the process and techniques of STDP(contract for therapy, setting, therapeutic alliance, therapist style, therapist technique, adherence to focus, challenge to defences, reconstructive analysis, adherence to time limit and ending) (C5) 	
Unit 3 Gestalt Therapy	<ol style="list-style-type: none"> 1. Explain the historical context and theoretical roots of Gestalt therapy (C5) 2. Explain the theoretical principles of Gestalt therapy (C5) 3. Explain the steps involved in the practice of Gestalt therapy. (C5) 4. Identify the various steps in gestalt therapy from the therapy demonstration video (C3) 5. Model any one of the experiments in gestalt practice (C3) 	5
Unit 4 Existential Therapy	<ol style="list-style-type: none"> 1. List the contributions of the key figures in Existential therapy (C4) 2. Explain the theoretical principles of existential therapy (C5) 3. Explain the steps involved in the Practice of Existential Therapy (C5), 4. Model the practice of existential therapy (C3) 	4

Content	Competencies	Number of Hours
Unit 5 Person-Centered Therapy	<ol style="list-style-type: none"> 1. Explain the principles of person centered therapy (C5) 2. Explain the practice of Person-Centered Therapy (C5) 3. Examine the practice of Person-Centered Therapy (C4) 4. Model the practice of person centered therapy(C3) 	4
Unit 6 Interpersonal psychotherapy	<ol style="list-style-type: none"> 1. Explain the basic assumptions of interpersonal psychotherapy (C5) 2. Explain the initial phase of IPT(diagnosis and assignment of the sick role, identification of current interpersonal problems, establishing the relevant problem areas) (C5) 3. Explain the Intermediate phase of IPT (identification of problem areas; grief, role transition) (C5) 4. Explain the termination phase of IPT(general therapeutic Techniques; exploratory questions, encouraging affect) (C5) 	5
Unit 7 Supportive Psychotherapy	<ol style="list-style-type: none"> 1. List the objectives, indications and contraindications of supportive psychotherapy (C4) 2. Explain the various Supportive measures like Guidance, reassurance, prestige suggestions, ventilation and externalization of interests (C5) 3. Identify the various supportive measures (C3) 4. Model any two supportive measures (C3) 	4
Unit 8 Emotion focused therapy	<ol style="list-style-type: none"> 1. Examine the historical context of emotion focused therapy (C4), 2. Explain the dialectical constructivist perspective of emotional change (C5) 3. Inspect the principles of emotional change (C4) 	3
Unit 9 Solution focused therapy	<ol style="list-style-type: none"> 1. Explain the process and basic tenets of solution focussed therapy, (C5) 2. Explain specific interventions in solution focused therapy: (solution focused goals, pre-treatment change question, miracle question, scaling question, coping question, experiments and homework assignments, progress check) (C5) 3. Identity specific interventions of SFT from the case example. (C3) 4. Model specific interventions of SFT (C3) 	4
Unit 10 Family therapy	<ol style="list-style-type: none"> 1. Explain the theoretical developments and principles of family therapy (C5) 2. Explain the various types of family therapy(3

Content	Competencies	Number of Hours
	Bowen's intergenerational approach, Structural family therapy, Strategic family therapy, Experiential and Humanistic family therapies) (C5)	
Unit 11 Sex therapy	1. Explain various theoretical approaches to sex therapy (Masters and Johnson Behavioral Approach, Psychobiosocial Approach) (C5) 2. Identify the various theoretical approaches to sex therapy (C3) 3. Identify various techniques involved in sex therapy from the case vignette (C3)	3
Unit 12 Play therapy	1. Determine the importance of play in development (C5) 2. Explain various types of play (C5) 3. Identify various types of play therapy techniques from the case example (C3)	3

Learning Strategies, Contact Hours and Student Learning Time (SLT):			
Learning Strategies	Contact Hours	Student Learning Time (SLT)	
Lecture	13	26	
Seminar	13	26	
Small group discussion (SGD)	8	16	
Self-directed learning (SDL)	7	14	
Video	2	4	
Role play	5	10	
CBL	4	8	
Total	52	104	
Assessment Methods			
Formative		Summative	
Quiz		Mid Semester/Sessional Exam (Theory)	
		End Semester Exam (Theory)	
Mapping of Assessment with COs			
Nature of Assessment	CO1	CO2	CO3
Mid Sessional Examination	x	x	x
Quiz	x	x	x
End Semester Exam	x	x	x
Feedback Process	Mid-Semester Feedback		
	End-Semester Feedback		

<p>Main Reference</p>	<ul style="list-style-type: none"> • Bateman , A. Holmes, J. (1995) Introduction to Psychoanalysis , London: Routledge • Sommers-Flanagan, J., Sommers-Flanagan, R., & Baldrige, M. J., & Murray, K. W. (Collaborators). (2012). <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques</i> (2nd ed.). John Wiley & Sons Inc.
<p>Additional References</p>	<ul style="list-style-type: none"> • Eells, T.D (2007). Handbook of psychotherapy case formulation. 2nd ed. : USA: Guilford press • Klerman, G. L., Weissman, M. M (1993).New Approach of Interpersonal Psychotherapy, Washington: American Psychiatric press • Lambert,M.J., Shapiro ,D.A. and Bergin, A.E.(1986).The effectiveness of psychotherapy. In S.L Garfield and A.E.Bergin (eds), Handbook of psychotherapy and Behaviour change (3rd Ed, pp. 157-212). New York: John Wiley & Sons. • Greenberg, L. S. (2012). Emotions, the great captains of our lives: Their role in the process of change in psychotherapy. American Psychologist, 67, 697–707. • Sharf, R. S. (1996). Theories of psychotherapy and counseling: Concepts and cases. Pacific Grove: Brooks/Cole Pub. • Bellack, AS ,. Hersen, M. (1998) Comprehensive Clinical Psychology, Vol 6, Great Britain: Elsevier Science Ltd: • Bloch, S (2000).An introduction to the psychotherapies, 3rd Ed. New York: Oxford Medical Publications • Capuzzi, D, Gross D R. (2003). Counseling and Psychotherapy: theories and interventions. 3rd ed : New Jersey Merrill Prentice Hall • Wolberg, L.R. The techniques of psychotherapy, 4th ed., Parts 1 & 2, New York Grune, & Stratton • Dryden, W. (2002). Handbook of Individual Therapy, 4th ed., New Delhi: Sage Publications. • Greenson, R. (1967) The technique and Practice of Psychoanalysis .London : Hogarth Press • 12. Hersen M & Sledge W. (2002). Encyclopedia of Psychotherapy, Vol 1 & 2, USA: Academic Press

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		MSc Psychology						
Course Title		Clinical Training - IV						
Course Code		CPY7231						
Academic Year		Second						
Semester		IV						
Number of Credits		5						
Course Prerequisite		Basic knowledge in Psychiatry and Psychological testing						
Course Synopsis		Introduces students to observe various psychological assessments						
Course Outcomes (COs):								
At the end of the course student shall be able to:								
CO1	Attends to and notice skills to perform cognitive and personality assessment (A1, P1)							
CO2	Observe necessary clinical skills needed to perform Clinical interview and case history taking (P1)							
CO3	Attend to and notice skills to prepare psychotherapeutic formulation (A1, P2)							
CO4	Attend to and observe various psychological interventions (A1,P1)							
CO5	Understand the changes that occur in the patient during the psychotherapeutic process and develop an understanding about writing psychotherapeutic report (A1,P1)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1		X					X	
CO2						X	X	
CO3		X			X			
CO4		X						X
CO5	X						X	

Course Content and Outcomes

Content	Competencies	Number of Hours
Level 4:		
	1. Notice and attend the application of skills in clinical interviewing and case history taking and recording in a structured format (P1, A1) 2. Attend, notice and observe how to do various assessment and interpretation of results and documentation (A1,P1) 3. Attends to and makes an awareness about the rationale of performing assessments (P4, A1)	195

Content	Competencies	Number of Hours
	4. Attend, notice and observe how to write a psychological report (A1, P1) 5. Observe and prepare psycho diagnostic formulation (P2) 6. Observe, notice and attends to case history taking in clinical settings (A1, P1) 7. Employ various positive psychology methods in intervention	

Learning Strategies, Contact Hours and Student Learning Time (SLT)					
Learning Strategies		Contact Hours			
Clinic		195			
Total		195			
Assessment Methods					
Formative		Summative			
Viva		Mid Semester Exam (Practical)			
Record book		Viva			
Case vignette		Record book			
Mapping of Assessment with Cos					
Nature of Assessment	CO1	CO2	CO3	CO4	CO5
Viva	x	x	x	x	x
Mid Semester Exam (Practical)	x	x	x	x	x
Case vignette	x	x	x	x	x
Record book	x	x	x	x	x
Feedback Process:	Mid-Semester Feedback				
	End-Semester Feedback				
Main Reference:	<ul style="list-style-type: none"> Ahuja, N. (2006). A short textbook of psychiatry. New Delhi : Jaypee Bros Carlat, D.J. (2017). The Psychiatric Interview (4th ed). New Delhi: Wolters Kluwer Pvt Ltd World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization. 				
Additional References	<ul style="list-style-type: none"> 1.Manuals of various psychological tests 				

Manipal College of Health Professions								
Name of the Department		Clinical Psychology						
Name of the Program		M.Sc in Clinical Psychology						
Course Title		Dissertation - Phase III						
Subject Code		CPY7251						
Academic Year		Second						
Semester		IV						
Number of Credits		8						
Course Prerequisite		Basic knowledge in Research Methodology, Statistics and Qualitative research.						
Course Synopsis		Students will be able to produce original research of a quality to satisfy peer review and to merit publication in their field.						
Course Outcomes (COs): At the end of the course student shall be able to:								
CO1	1. Complete the research project and organize information/data to reveal patterns/themes (C3, P4, A4)							
CO2	2. Analyze and synthesis information/data to generate new knowledge/understanding (C5)							
CO3	3. Demonstrate the ability to write publications aimed at peer review (P5, A4, C2)							
Mapping of Course Outcomes (COs) to Program Outcomes (POs):								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1				x		x		
CO2	x						x	
CO3					x	x		

Course Content and Outcomes

Content	Competencies	Number of Hours
Step 9		
Coding the data	1. Organize and Code the data (C3) 2. Score and interpret the data(C2) 3.Organise and tabulate the data (C3) 4. Select and build the data (C3)	72
Step 10		
Statistical analysis & interpretation	1. Analyze the data using appropriate statistical tools in consultation with the statistician (C4) 2. Appraise the data outcome (C5) 3. Interpreting the data outcome (C5) 4.Compile the major findings (C5)	90

Content	Competencies	Number of Hours
Step 11		
Dissertation approval and drafts of publication	1. Prepare final draft of the chapters (Introduction, ROL, Method and Results and Discussion) for approval along with plagiarism report (C5) 2. Revise as per suggestions and make the final submission (C5) 3. Prepare a draft of publication to be submitted to the journal (C3, P2, A2)	100
Step 12	1. Selecting the appropriate journal (C1) 2. Outlining and writing the article as per the guidelines of the journal (C2) 3. Submission of the first draft of the article for the feedback from the guide and improvise based on the inputs (C5)	50

Learning Strategies, Contact Hours and Student Learning Time (SLT)			
Learning Strategies		Contact Hours	
Project Work		312	
Total		312	
Assessment Methods			
Formative		Summative	
Research log book (Periodic assessment)		Viva	
Viva		Final research proposal	
Mapping of Assessment with COs			
Nature of Assessment	CO1	CO2	CO3
Research log book	x		
Viva		x	x
Final research proposal	x	x	x
Feedback Process		Mid-Semester Feedback	
		End-Semester Feedback	
Main Reference		<ul style="list-style-type: none"> Anastasi, A. (1988). Psychological Testing. Macmillen College. Singh, A.K. (1986). Tests, Measurements and Research Methods in Behavioral Sciences. 	
Additional References		<ul style="list-style-type: none"> Stephen Polgar, Shane A. Thomas. (2011). Introduction to Research in the Health Sciences. Elsevier Health Sciences. 	

7. Program Outcomes (POs) and Course Outcomes (COs) Mapping

SEMESTER I

Sem.	Course Code	Course Title	Credits	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
I	ABS6101	Advanced Biostatistics and Research Methodology	4	CO1 CO2 CO3 CO4 CO5	CO4		CO1 CO2 CO3 CO5				
I	CPY6101	Personality Studies	3	CO2 CO3 CO4					CO1 CO2 CO3 CO4	CO1	
I	CPY6102	Psychiatry	4	CO1 CO3 CO4			CO2	CO2		CO1 CO3 CO4	
I	CPY6103	Cognitive Neuroscience	4	CO1 CO3	CO2	CO4			CO1 CO2 CO3	CO4	
I	CPY6131	Clinical Training –I	4	CO1 CO2	CO3		CO1	CO2			CO3
II	EPG6201	Ethics and Pedagogy	2	CO1 CO2 CO3 CO4 CO5					CO2	CO4	
II	CPY6201	Qualitative Research	4	CO1	CO2 CO4 CO5		CO2 CO3	CO4	CO3 CO5	CO1	
II	CPY6202	Child, Adolescent and School Psychology	4	CO1 CO2 CO3 CO4 CO5 CO7 CO8 CO9		CO10	CO6		CO3 CO4 CO5 CO6 CO7 CO8 CO9 CO10	CO1 CO2	
II	CPY6203	Psycho Diagnostics	4	CO1 CO5	CO5 CO6		CO2 CO3 CO4		CO1 CO2 CO3 CO4	CO6	
II	CPY6231	Clinical Training-II	4	CO1	CO3		CO4		CO2	CO1 CO2 CO4	CO3
II	CPY6251	Dissertation-Phase- I	3	CO1			CO3		CO2 CO3	CO1 CO2	
III	CPY7101	Neuro Psychology	4	CO1 CO3	CO5	CO2 CO4			CO1 CO2 CO3 CO5	CO4	

Sem.	Course Code	Course Title	Credits	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
III	CPY7102	Psychotherapy process	4	CO2 CO3	CO1	CO4	CO4	CO2		CO1 CO3	
III	CPY7131	Clinical Training-III	4	CO1 CO4 CO5	CO3		CO4	CO3	CO2	CO1 CO2	CO5
III	CPY7151	Dissertation-Phase- II	4				CO3	CO2 CO3	CO1 CO2	CO1	
III	CPY****	CPY 7141 Psychology of Wellbeing-Indian perspective	3	CO1 CO2 CO3 CO4						CO1 CO2 CO3 CO4	
		CPY 7142 Positive Psychology		CO1 CO3		CO4			CO2 CO3 CO5	CO1 CO2 CO4 CO5	
IV	CPY7201	Cognitive Behavior Therapy	4	CO1 CO2	CO2	CO4	CO1 CO3 CO4			CO3	
IV	CPY7201	Types of Psychotherapy	4	CO1 CO3			CO2			CO1 CO2 CO3	
IV	CPY7231	Clinical Training-IV	5	CO5	CO1 CO3 CO4			CO3	CO2	CO1 CO2 CO5	CO4
IV	CPY7251	Dissertation-Phase –III	8	CO2			CO1	CO3	CO1 CO3	CO2	

8. MCHP PG PROGRAM REGULATION

1. Program Structure

- 1.1. The program offers a semester based credit system (with few programs offering specialization too).
- 1.2. An academic year consists of two semesters - Odd semester (July - December) and Even semester (January - June)
- 1.3 Each semester shall extend over a minimum period of 13 weeks of academic delivery excluding examination days, semester breaks, declared holidays and non-academic events.
- 1.4 Medium of instruction shall be in English

2 Credit Distribution

- 2.1 Each semester has minimum 13 weeks of contact sessions. One credit = 13 hours. The credit distribution hours for Lecture, Tutorial, Practical, Clinics and Project are as follows:

Lecture (L)	: 1 Hour /week = 1 credit
Tutorial (T)	: 1 Hour /week = 1 credit
Practical (P)	: 2 Hour /week = 1 credit
Clinics (CL)	: 3 Hours/week = 1 credit
Project work (PW)	: 3 Hours/week = 1 credit

A semester has courses structured as theory, practical, and clinics. Each course is of minimum 2 credits. The maximum credits for theory course is 4; theory and practical combined is 5.

3 Attendance

- 3.1 Minimum attendance requirements for each course is:

- i. Theory : 85 %
- ii. Clinics / Practical : 90 %

- 3.2 As per the directives of MAHE, there will be no consideration for leave on medical grounds. The student will have to adjust the same in the minimum prescribed attendance.

- 3.3 Students requiring **leave** during the academic session should apply for the same through a formal application to the Head of Department through their

respective Class In-charge/ Coordinator. The leave will be considered as absent and reflected in their attendance requirements.

- 3.4 No leverage will be given by the department for any attendance shortage.
- 3.5 Students, Parents/ guardians can access the attendance status online periodically. Separate intimation regarding attendance status would not be sent to parents/students.
- 3.6 Students having attendance shortage in any course (theory & practical) will not be permitted to appear for the End-semester exam (ESE) of the respective course.

4 Examination

- 4.1 Exams are in two forms - Sessional examination (conducted as a part of internal assessment) and End semester examination.
- 4.2 The final evaluation for each course shall be based on Internal Assessment Components (**IAC**) and the End-semester examinations (**ESE**) based on the weightage (as indicated in clause 5.1) given for respective courses.
- 4.3 IAC shall be done on the basis of a continuous evaluation after assessing the performance of the student in mid semester exam, class participation, assignments, seminars or any other component as applicable to a course.
- 4.4 All the ESE for the odd semesters (**regular ESE**) will be conducted in November-December. All the ESE for the even semesters (**regular ESE**) will be conducted in May-June.
- 4.5 For those who failed to clear any course during regular ESE, a **supplementary/make up exam** is conducted 2 weeks immediately after the ESE result declaration to enable him / her to earn those lost credits. A nominal fee as per MAHE rules will be applicable during this examination.
- 4.6 For core courses, the duration of ESE for a 2 credit course would be 2 hours (50 marks) and for a course with 3 or more credits, 3 hours (100 marks). For program elective course, the exam duration is 2 hours (50 marks).

5. Weightage for Internal Assessment Component (IAC) and End Semester Exam (ESE)

- 5.1 Any one or a combination of marks distribution criteria applicable to a course.

IAC Weightage (%)	ESE Weightage (%)
30	70
50	50
100	Nil
Nil	100

6. Minimum Requirements for Pass

- 6.1. Pass in a course will be reflected as grades. No candidate shall be declared to have passed in any course unless he/she obtains not less than **“E” grade**
- 6.2. For all courses (core / non-core), candidate should obtain a minimum of 50% (ESE) to be declared as pass.
- 6.3. When a student appears for **supplementary examination**, the maximum grade awarded is “C” grade or below irrespective of their performance.
- 6.4. For students who fail to secure a minimum of ‘E’ grade for a course, an **improvement examination** is conducted to improve their IAC marks. The student can appear for these examination along with the subsequent batches’ mid semester / sessional exams. The marks obtained in other components of IAC can be carried forward without reassessment. A nominal fee is charged as per MAHE for per course of improvement in IAC.

7. Calculation of GPA and CGPA

- 7.1. Evaluation and Grading (**Relative Grading**) of students shall be based on GPA (Grade Point Average) & CGPA (Cumulative Grade Point Average).
- 7.2. The overall performance of a student in each semester is indicated by the Grade Point Average (GPA). The overall performance of the student for the entire program is indicated by the Cumulative Grade Point Average (CGPA).
- 7.3. A ten (10) point grading system (**credit value**) is used for awarding a letter grade in each course.

Letter Grade	A+	A	B	C	D	E	F/I/DT
Grade points	10	9	8	7	6	5	0

DT – Detained/Attendance shortage, I – Incomplete

7.4 Calculation of GPA & CGPA: An example is provided

Course code	Course	Credits (a)	Grade obtained by the student	Credit value (b)	Grade Points (a x b)
AHS 101	Course - 1	4	B	8	32
AHS 103	Course - 2	4	B	8	32
AHS 105	Course - 3	3	A+	10	30
AHS 107	Course - 4	4	C	7	28
AHS 109	Course - 5	5	A	9	45
TOTAL		20	-	-	167

1st Semester GPA = Total grade points / total credits

167/20 = **8.35**

Suppose in **2nd semester GPA = 7** with respective course credit 25

$$\text{Then, 1st Year CGPA} = \frac{(8.35 \times 20) + (7 \times 25)}{20 + 25} = 7.6$$

8. Progression Criteria to higher semesters

8.1 There is no separate criteria / credits required in order to be promoted to the next academic year.

8.2 However, in order to be eligible to appear for fourth semester (Theory / practical / project submission), the student should have cleared all his previous semesters (i.e. first, second and third).

8.2 The student must complete all the course work requirements by a **maximum of double the program duration**. For e.g. 2 years' program, all the academic course work needs to be completed within 4 years. Failure to do so will result in exit from the program.

9. Semester Break

9.1 Students will have a short semester break following their odd and even end-semester examinations.

10. Project / Dissertation

- 10.1 Project / Dissertation will carry credits and marks (as applicable to each program)
- 10.2 Final copy of dissertation (**e-copy**) to be submitted by end of March for plagiarism check and submission to University. A **single hardcopy (student copy)** of the dissertation to be prepared and presented before the external examiner during the viva-voce.
- 10.3 **Manuscript** format of the thesis also to be submitted to the respective guides / dept.

11. Award of Degree

- 11.1 Degree is awarded only on **successful completion of entire coursework.**

Head of the Department

Dean

Deputy Registrar - Academics

Registrar